Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	**Grade Level:** 4
Unit Title: Spatial Thinking	**Trimester:** 1-2 (11) 55 minute lessons (can be (22) 25 minute lessons)

Unit Summary: This unit will focus on map skills and on the use of maps for historical inquiry. Students will be introduced to the five themes of geography. Themes will be expanded upon as they relate to unit activities. Students will practice spatial thinking using maps, globes, images and timelines.

Program Understandings or Big Ideas:

I. CULTURE *SWUT cultural expressions (e.g., customs, ideas, and practices across time and around the world) influence interactions among peoples, regions and nations around the world.*
II. TIME, CONTINUITY, AND CHANGE *SWUT significant people, events, and ideas influence the development of the world's civilizations.*
III. PEOPLE, PLACES, & ENVIRONMENTS *SWUT the five themes of geography (location, place, human-environment interactions, movement and regions) are interrelated and influence history.*

Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer

MN Academic Standards in Social Studies:

GEOGRAPHY
4.3.1.1.1 Create and use various types of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate TODALS as well as points, lines and colored areas to display spatial information. (Ongoing skill)
For Example: "TODALS" map basics - title, orientation, date, author, legend/key, and scale. Spatial information - cities, roads, boundaries, bodies of water, regions.

4.3.1.1.2 Use latitude and longitude on maps and globes to locate places in the United States, and also Canada and Mexico

4.3.1.2.1 Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.

Transfer

Students will be able to independently use their learning to…
- use a map of North America to identify and locate physical and human characteristics in the United States, Canada and Mexico.
- identify emigrant countries of origin and the reasons they moved to North America.

Meaning Making

UNDERSTANDINGS
Student will understand that…
What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?
Overarching (Framework)
1. SWUT the geography of North America (U.S. Canada and Mexico) influences cultures.
2. SWUT maps may be used to compare and contrast regions at different points in history.
3. SWUT the five themes of geography (location, place, human-environment interaction, movement, region) provide information about North America.

Topical (Unit)
1. SWUT the five themes of geography help us to better understand the regions of North America.

ESSENTIAL QUESTIONS
Students will keep considering:
For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?
Overarching (Framework)
1. How does the geography of North America influence cultures?
2. How can maps help us compare characteristics of regions at different times in history?
3. How do the five themes help us understand the geography of North America?

Topical (Unit)
1. How are locations on maps and globes described?

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4.3.1.2.2 Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada and Mexico.

4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada and Mexico. *For example: Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics— structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.*

4.3.2.4.1 Name and locate states and territories, major cities and state capitals in the United States

4.3.2.4.2 Name and locate countries neighboring the United States and their major cities. *For example: Countries neighboring the United States—Canada, Mexico, Cuba, Russia; Major cities—Toronto, Montreal,*

2. SWUT the five themes of geography provide information about our community, state, country, and continent.
3. SWUT geographic locations around North America influence culture.
4. SWUT various types of maps may be used to draw conclusions and to compare similarities and differences of regions.
5. SWUT individuals and groups across North America have different origins.
6. SWUT countries cooperate to improve economic opportunities.

2. How are maps, charts, graphs, photographs, and satellite-produced images used to find geographic information?
3. How can maps help us locate both physical and human characteristics of a place?
4. How do TODALS and spatial information help people understand a map?
5. Why is it important to know about the states, territories, major cities and capitals of my country?
6. Why is it important to know about the countries and major cities in North America?
7. How do geographic factors affect population, distribution, and growth of cities?
8. How did people come to live in our community and state over time?

Acquisition

Students will know…
What facts and basic concepts should students know and be able to recall?
- the difference between physical and human characteristics.
- lines of latitude and longitude are used to specify the precise location of features on the surface of the Earth.
- satellite-produced images are images of the Earth collected by satellites (a satellite is an artificial object which has been intentionally placed into orbit).

Students will be able to…
What discrete skills and processes should students be able to use?
- locate and identify the physical and human characteristics of places in the United States, and also Canada and Mexico *(For example, Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics— structures (Statue of Liberty), bridges (Golden Gate Bridge), canals*

Winnipeg, Vancouver, Mexico City, Havana.

4.3.3.6.1 Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.

HISTORY

4.4.2.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

- maps, charts, and graphs in an atlas can be used to answer geographic questions.
- immigrants came from different countries for a variety of reasons and by different means of travel.
- states and territories of the United States.
- major cities and capitals in the United States.
- the countries neighboring the United States and their major cities: Canada, Mexico; Toronto, Montreal, Winnipeg, Vancouver, Mexico City.

Essential Vocabulary:
- geography
- latitude
- longitude
- political map
- physical map
- cardinal directions
- location
  - relative
  - absolute
- place
  - physical characteristics
  - human characteristics
- region
- human-environment interaction
- movement
- province
- immigrant

To view all vocabulary words for grade 4 social studies, see "Grade 4 Social Studies Vocabulary" (pink document in front of binder.)

To access the "Grade 4 Social Studies Vocabulary Cards," google link here Link to Vocabulary Cards

(Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.
- use given coordinates of latitude and longitude to locate places in North America.
- determine coordinates of latitude and longitude of given locations in North America.
- use photographs and satellite-produced images to interpret spatial information about the United States, Canada and Mexico.
- answer questions about geographic issues using maps, charts, and graphs in an atlas.
- create a timeline showing the arrival dates of different immigrant groups.
- locate immigrant countries of origin on a map or globe.
- explain why immigrants left their home countries and how they traveled.
- name and locate states and territories, major cities and state capitals in the United States.
- name and locate countries neighboring the United States and their major cities: Canada, Mexico; Toronto, Montreal, Winnipeg, Vancouver, Mexico City.

Student vocabulary reference pages

Common misunderstanding(s):
- The lines of latitude and longitude are real lines on the Earth.
- People who live in our community or state have always been here.
- There is only one way to describe a place.
- The state capital is the largest city.