

GRADE 4, UNIT 1

North American Geography



STUDENT WORKBOOK



On this shaded relief map of North America, elevations are shown from low to high using colors from green to yellow to tan to white. Image by NASA/JPL, public domain.

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Name: _____ Date: _____

Unit 1, Cluster 1 Inquiry Chart

Unit EQ	How can we use geography to describe the land and people of North America?
Cluster SQ	What can maps tell us about physical geography?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 3: We used images of landforms and bodies of water to create definitions.	
Lesson 4: We used clues to create a map key of physical features on a map.	
Lesson 5: We analyzed physical maps and asked questions about them.	

Name: _____ Date: _____

Write a Definition

Directions: Observe the three photo cards. Use your observations to write a definition for your group's word.

Vocabulary word: _____

Observations to use as evidence:

Definition:

Name: _____ Date: _____

Physical Features Scavenger Hunt

Directions: Use the clues you find to name the bodies of water that have been identified on the map. Then, complete the key on the next page.

Bodies of Water Map



North America. Image by Mapswire via Wikimedia Commons, CC BY 4.0

Bodies of Water Map Key

A = _____

B = _____

C = _____

D = _____

E = _____

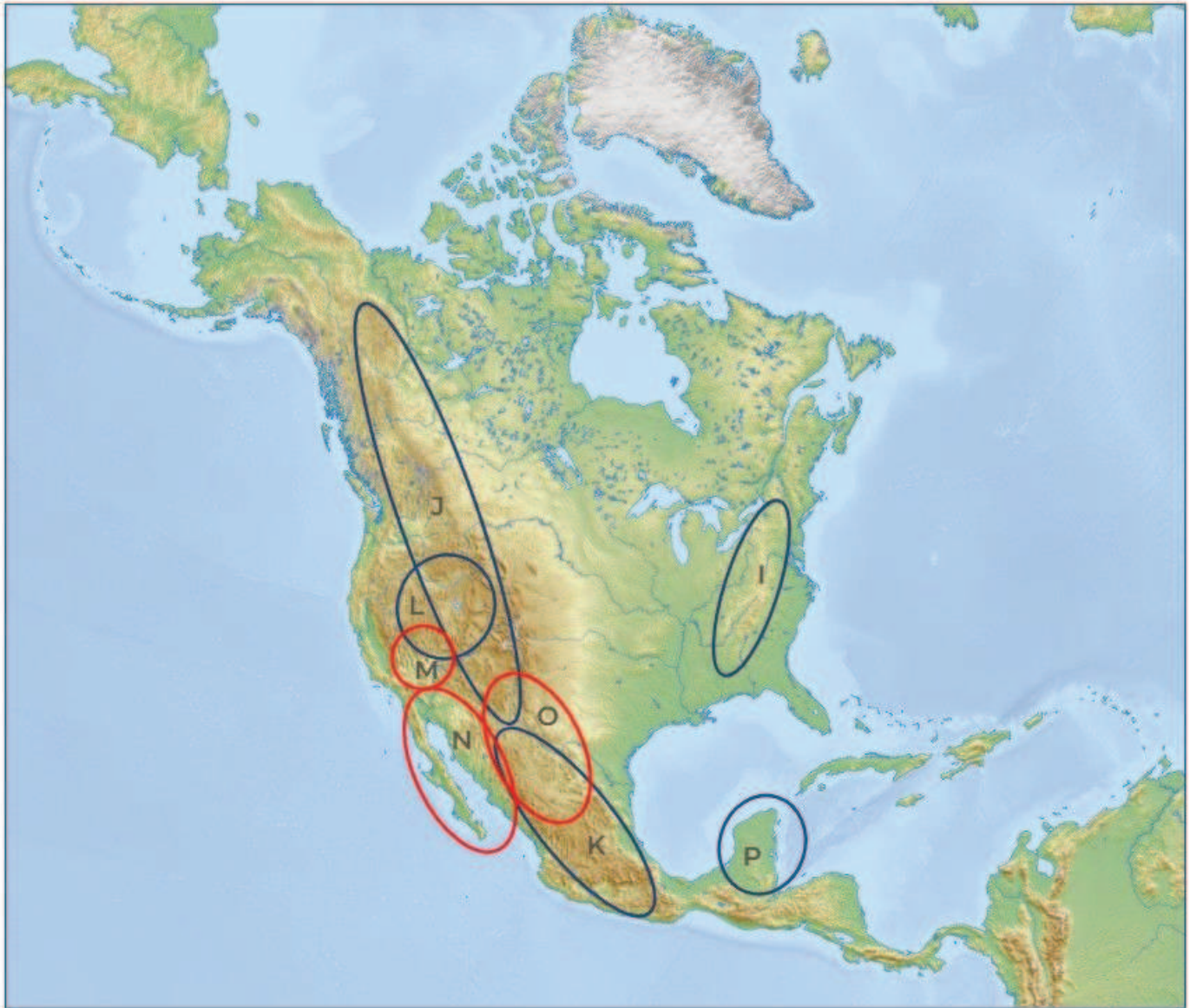
F = _____

G = _____

H = _____

Directions: Use the clues you find to name the landforms that have been identified on the map. Then, complete the key on the next page.

Landforms Map



North America. Image by Mapswire via Wikimedia Commons, CC BY 4.0

Landforms Map Key

I = _____

J = _____

K = _____

L = _____

M = _____

N = _____

O = _____

P = _____

Name: _____ Date: _____

Analyzing Physical Maps

Directions: Complete the boxes below to analyze each map. Write Yes or No to tell whether the map has a legend and whether it has a scale. Then describe the purpose of the map. Finally, record a question that you want to ask about the map.

Map	Legend	Scale	Map Purpose	Map Question
1				
2				

Map	Legend	Scale	Map Purpose	Map Question
3				
4				
5				

Map	Legend	Scale	Map Purpose	Map Question
6				
7				
8				

Map	Legend	Scale	Map Purpose	Map Question
9				
10				

Name: _____ Date: _____

Formative Assessment

Part 1

Directions: Use the list of questions your teacher has shared and the maps in the Lesson 5 Student Slide Deck to complete Part 1.

Choose one question from the list your teacher has shared. Write the question you chose.

Look at the maps in the Lesson 5 Student Slide Deck. Identify two or more maps that will help you answer the question you chose. Which maps will you use?

Write a claim that answers the question you chose.

Give evidence to support your claim. What do you observe on the maps that helps you answer the question?

Evidence #1:

Evidence #2:

Part 2

Directions: Use your responses from Part 1 to answer the Supporting Question:

 **What can maps tell us about physical geography?**

Name: _____ Date: _____

Unit 1, Cluster 2 Inquiry Chart

Unit EQ	How can we use geography to describe the land and people of North America?
Cluster SQ	What can maps tell us about human geography?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 8: We examined political maps to identify and label boundaries such as continents, countries, states, provinces, territories, and towns.	
Lesson 9: We used resources to construct political maps of four states.	
Lesson 10: We investigated maps of the Navajo territory to find evidence that they are a nation.	

Name: _____ Date: _____

North American Political Boundaries

Directions: Use each color to mark the areas on the map as described.

- **Blue** — Trace the outline of the continent of North America.
- **Red** — Color in one state or province in Canada, one in the United States, and one in Mexico.
- **Green** — Draw a line around the countries of the Caribbean.
- **Purple** — Shade the U.S. territory of Puerto Rico.

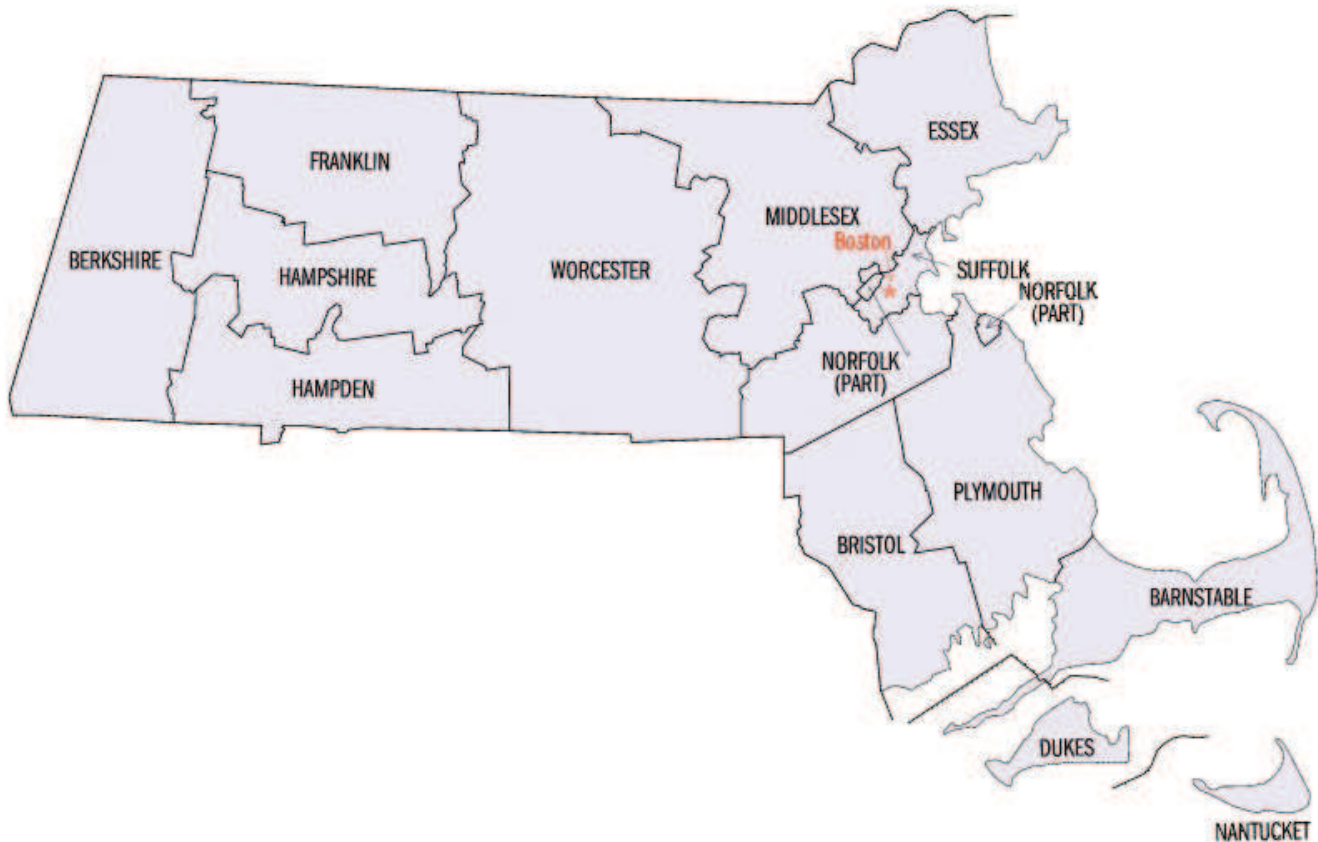


North American Environmental Atlas. Image by the Commission for Environmental Cooperation.

Name: _____ Date: _____

Massachusetts County Map

Directions: Draw a star to show the town or city where your school is located. Shade the county where your school is located.



Counties of Massachusetts. Image by AnonMoos via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

Navajo Nation

What Makes the Navajo Community a Nation?

Directions:

Remember the ways that a nation governs itself:

- Elects its own leaders
- Creates its own laws
- Has courts where laws are enforced
- Provides services like police and firefighters
- Maintains roads
- Educates its children

Examine the maps from the Navajo Nation with your partner. Record the purpose of each map in the chart on the next page.

Use information on the completed chart as evidence to answer the question:
What makes the Navajo community a nation?

Map Number	Purpose and Evidence
1	Purpose: Evidence that shows the Navajo Nation governs itself:
2	Purpose: Evidence that shows the Navajo Nation governs itself:
3	Purpose: Evidence that shows the Navajo Nation governs itself:
4	Purpose: Evidence that shows the Navajo Nation governs itself:

Map Number	Purpose and Evidence
5	Purpose: Evidence that shows the Navajo Nation governs itself:
6	Purpose: Evidence that shows the Navajo Nation governs itself:
7	Purpose: Evidence that shows the Navajo Nation governs itself:
8	Purpose: Evidence that shows the Navajo Nation governs itself:

Name: _____ Date: _____

Formative Assessment

Directions: Follow the steps below to answer the Supporting Question: *What can maps tell us about human geography?*

Step 1: Choose one of the questions from the Inquiry Chart. Write it here:

Step 2: Choose at least one map. The purpose of the map should match the focus of the question you chose. Write the title of the map here:

Step 3: Find key details from the map to use as evidence to help answer your chosen question. Write the details here:

Step 4: Use ideas from the Discussion Diamond to provide an answer to the Supporting Question: *What can maps tell us about human geography?*

Name: _____ Date: _____

Unit 1, Cluster 3 Inquiry Chart

Unit EQ	How can we use geography to describe the land and people of North America?
Cluster SQ	How can we use geography to tell others about Mexico and Canada?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 14: We took notes on an article about the geography of Mexico.	
Lesson 15: We took notes on an article about the geography of Canada.	
Lesson 16: We took notes on the physical geography of either Mexico or Canada.	
Lesson 17: We took notes on the human geography of either Mexico or Canada.	

Name: _____ Date: _____

Mexico Notes Organizer

Directions: Identify key details from the “Fast Facts” section and record them in the chart below.

Fast Facts	Notes
Official Name	
Form of Government	
Capital	
Population Size	
Official Language(s)	

Directions: Choose one important idea from each section below and write it on the lines.

Geography:

People and Culture:

Nature:

Government and Economy:

History:

Name: _____

Date: _____

Mexico

Fast Facts

- Official name: United Mexican States
- Form of government: republic of federated states
- Capital: Mexico City
- Population size: about 132 million people
- Official language: Spanish
- Money: Mexican peso
- Area: 758,449 square miles
- Major mountain range: Sierra Madre
- Major rivers: Rio Bravo del Norte, Yaqui

Geography



There are three important Sierra Madre mountain ranges in Mexico: Sierra Madre Occidental in the west, Sierra Madre Oriental in the east, and Sierra Madre del Sur in the south.

There are a wide variety of geographic features in Mexico. Landforms in Mexico include mountains, valleys, and canyons. There are deserts, coastal plains, and rainforests. Major waterforms in Mexico include rivers and coastlines along the Pacific Ocean to the west and the Gulf of Mexico to the east.

Mexico has a large range of altitudes, which impacts the climate. High-altitude areas in the mountains tend to be colder and receive more rainfall. Low-altitude areas and flatlands tend to be hotter and drier.

People and Culture



Frida Kahlo (1907–1954) was a famous Mexican painter.

The Maya and other Indigenous peoples lived in Mexico first, before anyone else came. Their ancestors still live in Mexico. Spanish colonizers arrived in the 1500s and took over the area for about 300 years. Many people in Mexico today have both Indigenous and European ancestors.

Soccer and baseball are very popular sports in Mexico. Art, music, and dancing are also important parts of Mexican culture. Many people have been inspired by the paintings, sculptures, and murals created by world-famous Mexican artists.

Nature



Jaguars live in wild areas of Mexico, especially in the Yucatán Peninsula.

Due to Mexico's wide variety of geographic regions and climates, the country has a diverse mix of plant and animal life.

In deserts across Mexico, plants, such as cacti and yucca, grow. Animals in these areas include coyotes, armadillos, rabbits, and snakes.

Gray whales live in the Pacific Ocean along Mexico's western coastlines.

In Mexico's rainforests, there are tropical plants, jaguars, monkeys, and birds, including parrots and quetzals.

Government and Economy



A 50 centavos coin is equal to one half of a peso.

The government in Mexico is a federal republic. There is a mix of federal (national) and state (local) leaders and governments. The head of the federal government is the president.

Federal and state leaders make the laws and decisions in Mexico. Leaders are elected through voting.

Farming, manufacturing, and mining are key parts of the Mexican economy. Many kinds of fruits and vegetables are grown in Mexico. The country is also a major producer of cattle and hogs. Manufacturing products include cars, machinery, and clothing. Mining produces oil, natural gas, and minerals like silver.

Tourism is also a large part of the Mexican economy. People visit Mexico for its beautiful beaches, ancient ruins, and many other tourist sites.

History



This Olmec head carving dates from 1200–900 BCE.

The Indigenous peoples of Mexico, including the ancestors of the Maya, have lived in the region for thousands of years. Spanish explorers and colonizers arrived in Mexico in the early 1500s. The Spanish ruled by force and violence for hundreds of years.

Later, in the early 1800s, the people of Mexico began to successfully fight for their freedom. After 11 years of fighting, they won the Mexican War of Independence and were no longer under Spanish rule. Mexico became a republic in 1823.

Text sources:

- Britannica Kids. n.d. "[Mexico](#)."
- National Geographic Kids. n.d. "[Mexico](#)."

Image sources:

- "Map of Mexico" by Free World Maps, free for commercial use (<https://www.freeworldmaps.net/northamerica/mexico/map.html>).
- "Self-Portrait with Thorn Necklace and Hummingbird" by Frida Kahlo, public domain.
- "Jaguar" by Charles J. Sharp via Wikimedia Commons, CC BY-SA 4.0.
- "50 Centavos de México de 1919 (Anverso y Reverso)" by unknown author via Wikimedia Commons, public domain.
- "Olmec Head" by Mesoamerican via Wikimedia Commons, CC BY-SA 4.0.

Name: _____ Date: _____

Canada

Fast Facts

- Official name: Canada
- Form of government: federal parliamentary state
- Capital: Ottawa
- Population size: about 41 million people
- Official languages: English, French
- Money: Canadian dollar
- Area: 3,849,674 square miles
- Major mountain ranges: Rocky, Coast, Laurentian
- Major rivers: St. Lawrence, MacKenzie, Fraser

Geography



The Canadian Shield is a large region of ancient rock located around Hudson Bay.

Canada is the second-largest country in the world. In its vast landscape, there are many types of geographic features. The country has lakes, rivers, mountains, plains, and valleys. It has coastlines along the Arctic Ocean to the north, the Pacific Ocean to the west, and the Atlantic Ocean to the east.

Canada extends into the Arctic, where it is so cold that many plants cannot grow. This area is covered by snow and icy glaciers. It is also home to some First Nations and Inuit peoples.

People and Culture



Haida art features a connection to nature and mythology.

Canada has a large land mass but a relatively small population. First Nations and Inuit peoples lived in Canada first, before anyone else came. Their ancestors still live in Canada, both on their ancestral lands and in major cities across the nation.

A large number of Canadians today have British or French ancestors. Colonizers from both nations settled in Canada starting in the 1600s. Today, Canadians have family roots from all around the world, including other European nations, nations in Asia, and the United States.

First Nations art is an important part of Canadian culture. Sports such as lacrosse and hockey are also very popular with Canadians. Lacrosse was originally a game created by Indigenous peoples of the Northeastern regions of North America. It is now played worldwide.

Nature



The caribou, or reindeer, live in cold areas of Canada.

In forests across Canada's different regions there are bears, moose, wolves, beavers, deer, mountain lions, and bighorn sheep. There are also many small forest animals, such as raccoons and rabbits.

Canada's lakes, rivers, and oceans have fish, otters, beavers, and seals. On the Arctic tundra, polar bears, foxes, and caribou roam. Canada's prairies and plains have mule deer, pronghorn antelope, and bison.

Like in other countries, some animal populations in Canada have been hurt by human hunting and fishing. These include wolves, lynx, and several kinds of fish. The government has parks and protected areas to try and help these animals.

Government and Economy



The heads side of a golden Canadian dollar from 2013



The tails side of a golden Canadian dollar

The Canadian one-dollar coin has the British monarch on one side and a loon on the other. People call it a “loonie.”

The government in Canada is a federal parliamentary state. The prime minister leads the government. Canada is also a constitutional monarchy. This means the king or queen of Britain is the head of state of Canada, but they do not have much power to make decisions.

The elected people of Canada’s federal government make the major decisions and laws in the country. These people include the members of parliament and the prime minister.

Since the 1500s, people in Canada have sold fish, animal furs, and other natural resources to the world. Today, farming, manufacturing, and services are all key parts of the Canadian economy. Farming includes wheat, vegetables, cattle, and hogs. Manufacturing produces cars, trucks, and metal products. Services include tourism, banking, and health care.

History



The Fortress of Louisbourg is in Nova Scotia, Canada. The fortress was built in the 1740s to protect French settlers from attacks by the British.

The Indigenous peoples of Canada, including the Inuit and First Nations peoples, have lived in the region for thousands of years. Different European explorers and colonizers landed in Canada. In about 1000 CE, Viking explorers arrived but did not settle there. Later, in the 1500s, French sailor Jacques Cartier arrived and began to claim land for France.

Later, in the 1600s, more people from France and Britain came to settle in Canada and began to fight over land. They fought four different wars over about 80 years. In the 1700s, Britain won the French and Indian War and took charge of Canada. Even so, French language and traditions are still part of daily life in many parts of Canada today.

In 1982, Canada became an independent country from Britain.

Text sources:

- Government of Canada. 2025. "[Canada's History.](#)"
- Kids Britannica. n.d. "[Canada.](#)"
- National Geographic Kids. n.d. "[Canada.](#)"

Image sources:

- "Canada Physical Map" by Free World Maps, free for commercial use (<https://www.freeworldmaps.net/northamerica/canada/map.html>).
- "Haida Carving" by Tony Hisgett via Wikimedia Commons, CC BY 2.0.
- "Woodland Caribou" by Steve Forrest via Wikimedia Commons, CC BY 2.0.
- "Head Side of Canadian Golden Dollar" by Coins of the Canadian dollar via Wikimedia Commons, public domain.
- "Tails Side of Canadian Golden Dollar" by Coins of the Canadian dollar, via Wikimedia Commons, public domain.
- "Days of Old" by Dennis G. Jarvis via Wikimedia Commons, CC BY-SA 2.0.

Name: _____ Date: _____

Canada Notes Organizer

Directions: Identify key details from the “Fast Facts” section and record them in the chart below.

Fast Facts	Notes
Official Name	
Form of Government	
Capital	
Population Size	
Official Language(s)	

Directions: Choose one important idea from each section below and write it on the lines.

Geography:

People and Culture:

Nature:

Government and Economy:

History:

Name: _____ Date: _____

Research Project Graphic Organizer

Before Researching

Directions: Write the name of the country you will research. Pick one open question from the Inquiry Chart about that country.

Name of Country:

Question about that country:

After Researching

Directions: Answer the question you picked from the Inquiry Chart.

If you can't answer it yet, what do you need to learn to provide a good answer?

Research

? How can we use geography to tell others about Mexico and Canada?

Directions: Find two interesting facts about physical geography and two interesting facts about human geography. Write your facts in the charts.

Physical Geography (part 1)	
Physical Features Fact 1	
Physical Features Fact 2	

Physical Geography (part 2)	
Plants and Animals Fact 1	
Plants and Animals Fact 2	

Human Geography (part 1)	
Economy Fact 1	
Economy Fact 2	

Human Geography (part 2)	
Culture Fact 1	
Culture Fact 2	

Name: _____ Date: _____

Presentation Response Form

Directions: Listen carefully to your partner’s presentation. Then respond to the prompts below.

My partner’s name is _____

One interesting thing I learned about physical or human geography from my partner’s presentation was:

One question I still have about the country in my partner’s report is:

Name: _____ Date: _____

Formative Assessment Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 2 Generate open and closed questions relevant to multiple aspects of a topic.	The student asks an insightful open question that is connected to the physical or human geography of the country.	The student asks an open question that is connected to the physical or human geography of the country.	The student asks a closed question about the physical or human geography of the country.
Practice Standard 4 Identify the purpose of a source using an analysis of key details.	The student correctly integrates facts and details from multiple sources into categories within physical and human geography, including information from the article and population map.	The student integrates facts and details from multiple sources into categories within physical and human geography, mostly relying on information already categorized in the Research Guide.	Some facts and details from the sources are incorrectly placed into categories within physical and human geography.
Practice Standard 6 In response to an inquiry question, develop a plausible claim based on evidence found in a source.	The student makes a compelling claim based on evidence for why someone would want to visit the country they researched.	The student makes a reasonable claim based on evidence for why someone would want to visit the country they researched.	The student makes a claim that someone should want to visit the country they researched without connecting it to physical or human geography.
Content Standard 4.T1.3 Research the geography of Mexico or Canada; write and present an oral report including key geographic topics.	The slide deck demonstrates an extensive understanding of the geographic features of the country that the student researched.	The slide deck demonstrates a clear understanding of the geographic features of the country that the student researched.	The slide deck demonstrates an incomplete understanding of the geographic features of the country that the student researched.