GRADE 4, UNIT 1

North American Geography

TEACHER'S GUIDE

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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UNIT INFORMATION

North American Geography

Unit Throughlines

How can we use geography to describe the land and people of North America?

EU 1. Physical geography is the branch of geography dedicated to studying Earth's natural systems, including landforms, bodies of water, climate, soil, and vegetation. Physical maps can be used to understand the physical features of an area.

EU 2. Human geography is the branch of geography dedicated to studying how people and their cultures interact with Earth's surface. Political geography, one kind of human geography, studies how territorial boundaries are organized and how they influence human populations. Political maps can be used to understand the human geography of an area.

EU 3. Mexico and Canada are two large countries in North America. People can learn about these countries by studying the physical geography, including physical features and plants and animals. It is important to also understand the human geography of Mexico and Canada, including their economies and cultures.

Learning Progression

Physical Maps | 6 Lessons

What can maps tell us about physical geography?

- L 1. Recall prior knowledge about geographic terms and features, and ask questions about how people can use geography to describe the land and people of North America.
- L 2. Observe a physical map and ask questions about what it can tell us about physical geography.
- L 3. Use evidence from images to identify and describe common landforms and bodies of water found in North America.
- L 4. Identify important landforms and bodies of water on maps of North America and create a map key.
- L 5. Analyze key details to identify the purpose of physical maps.
- L 6. Answer an inquiry question about physical geography using evidence from maps.

Political Maps | 6 Lessons

What can maps tell us about human geography?

- L 7. Observe a political map and ask questions about what it can tell us about human geography.
- L 8. Locate boundaries of key geographical features of political maps.
- L 9. Create a political state map with key map features.
- L 10. Explain the meaning of the term nation using evidence from maps of the Navajo Nation.
- L 11. Prioritize questions and discuss evidence showing what maps can tell us about human geography.
- L 12. Answer an inquiry question using key details of a map as evidence.

Mexico and Canada | 8 Lessons

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

- L 13. Observe a population map of North America and ask questions about what it can tell us about Mexico and Canada.

Key Practice Standards

PS 2. Generate open and closed questions relevant to multiple aspects of a topic.

PS 4. Identify the purpose of a source using information about the source type, maker, intended audience, date, place of origin, and/or an analysis of key details.

PS 6. In response to an inquiry question, develop a plausible claim based on evidence found in a source.

Key Literacy Standards

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital

L 14. Identify key details from a source that provides evidence about the physical and human geography of Mexico.

L 15. Identify key details from a source that provides evidence about the physical and human geography of Canada.

L 16. Identify key information about the physical geography of Mexico or Canada.

L 17. Identify key information about the human geography of Mexico or Canada.

L 18. Synthesize key information about the geography of Mexico or Canada.

L 19. Present a report on geography to a peer, making a claim supported by evidence about why Mexico or Canada is a great place to visit.

L 20. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.

Summative Assessment | 2 Days

In this Summative Assessment students return to questions they have asked through the unit to consider the questions' value in building knowledge to answer the Essential Question. They choose one from each cluster, explain its importance, and answer it using information from the unit. These combined responses answer the Essential Question: *How can we use geography to describe the land and people of North America?*

sources; take notes and categorize information, and provide a list of sources.

Grade 4, Unit 1

North American Geography

How can we use geography to describe the land and people of North America?

Framing the Unit

This unit introduces fourth graders to the year's topic: North American geography. In this unit, they will explore the question: *What can geography tell us about land and people?* The unit also targets the social studies practices of generating questions to pursue knowledge through inquiry, identifying the purpose of a source from an analysis of key details, and developing a claim based on evidence. Students learn about North American physical and human geography through an examination of a wide variety of maps, then apply that knowledge in a research project focused on either Mexico or Canada. The United States will be the focus of the remaining units in this grade.

Prepare to teach this unit by exploring the Background Brief: North American Geography, which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Enduring Understandings

1. Physical geography is the branch of geography dedicated to studying Earth's natural systems, including landforms, bodies of water, climate, soil, and vegetation. Physical maps can be used to understand the physical features of an area.
2. Human geography is the branch of geography dedicated to studying how people and their cultures interact with Earth's surface. Political geography, one kind of human geography, studies how territorial boundaries are organized and how they influence human populations. Political maps can be used to understand the human geography of an area.
3. Mexico and Canada are two large countries in North America. People can learn about these countries by studying the physical geography, including physical features and plants and animals. It is important to also understand the human geography of Mexico and Canada, including their economies and cultures.

Connections to Current Events and Issues

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- Navigate and Notice: A Launchpad to Geographic Inquiry is a resource from the Leventhal Map Center that outlines the sequence and questions the LMC uses to guide students in investigating maps. It can be used as a supplement to the targeted map protocols aligned to lesson objectives already found in this unit.

Vocabulary (in order of appearance)

Tier 3 Vocabulary		
basin bay coastal plain	gulf peninsula plateau	human geography political map

Priority Tier 2 Vocabulary		
geography physical map desert mountain	plain volcano province territory	state nation culture economy

Lesson Clusters

Cluster 1: Physical Maps (Lessons 1-6)

What can maps tell us about physical geography?

Focus Standards: 4.T1.1, 4.T1.2, PS 2, PS 4, PS 6, RI.4.7, SL.4.1, W.4.2d

Cluster 1 focuses on what physical maps tell us about the land of North America as students explore the Supporting Question: *What can maps tell us about physical geography?* A series of activities help students understand the names and attributes of different landforms and bodies of water, how to analyze a map, and where different features can be found on a physical map of North America. By the end of the cluster, students are able to provide an answer to one of their inquiry questions supported by two pieces of evidence from maps.

Cluster 2: Political Maps (Lessons 7-12)

What can maps tell us about human geography?

Focus Standards: 4.T1.2, 4.T4b.5, 4.T4c.4, 4.T4d.5, 4.T4e.5, PS 2, PS 4, PS 6, PS 6, RI.4.7, SL.4.1, W.4.2d, W.4.8

Cluster 2 focuses on the Supporting Question: *What can maps tell us about human geography?* Students begin the inquiry by observing the differences between physical maps and political maps. They ask questions about political maps and how they show the ways land is divided into countries, states, provinces, and nations. Students investigate sources to understand the boundaries on political maps. For a deeper dive into the kinds of information on a political map, students create their own political map of a state. They also explore the meaning of *nation* by examining maps showing political features of the Navajo Nation. Finally, students synthesize their learning in a Discussion Diamond and then choose a map to use for evidence in answering the supporting question.

Cluster 3: Mexico and Canada (Lessons 13-20)

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

Focus Standards: 4.T1.1, 4.T1.2, 4.T1.3, PS 2, PS 4, PS 6, SL.4.1, W.4.7, W.4.8

Cluster 3 begins with an opportunity to ask questions about the geography of Mexico and Canada through interaction with a population map. Students learn general information about Mexico and Canada by reading an article about each. Students then choose one of the countries for a small research project. They investigate multiple sources and create a slide presentation to share their learning with others. In the process, they learn about key topics that are important when studying geography: population density, land features, plants and animals, economy, and culture. Finally, students present their work to a partner who studied a different country.

Summative Assessment: North American Geography (Lessons 21-22)

Focus Standards: 4.T1.1, 4.T1.2, 4.T1.3, PS 2, PS 6, SL.4.1, W.4.8

In this Summative Assessment students return to questions they have asked through the unit to consider the questions' value in building knowledge to answer the Essential Question. They choose one from each cluster, explain its importance, and answer it using information from the unit. These combined responses answer the Essential Question: *How can we use geography to describe the land and people of North America?*

Unit Focus Standards

Content Standards

- **4.T1.1:** On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).
- **4.T1.2:** On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.
- **4.T1.3:** Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.
- **4.T4b.5:** Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.
- **4.T4c.4:** Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.
- **4.T4d.5:** Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.
- **4.T4e.5:** Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.

Practice Standards

- **PS 2:** Generate open and closed questions relevant to multiple aspects of a topic.
- **PS 4:** Identify the purpose of a source using information about the source type, maker, intended audience, date, place of origin, and/or an analysis of key details.

- **PS 6:** In response to an inquiry question, develop a plausible claim based on evidence found in a source.

Literacy Standards

- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - **W.4.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Grade 4, Unit 1: North American Geography

Vocabulary List

Physical Maps (Lessons 1-6)

Lesson	Word	Definition
2	**geography (n.)**	the study of places and the relationship between people and their environment
2	**physical map (n.)**	a map that shows the natural features of Earth, such as landforms and bodies of water
3	**basin (n.)**	a low area of land where water from rivers and streams collects
3	**bay (n.)**	an area of the ocean that is surrounded on three sides by land
3	**coastal plain (n.)**	an area of low, flat land along the coast of an ocean
3	**desert (n.)**	a large area of very dry land with few bodies of water
3	**gulf (n.)**	a large area of the ocean that is partly surrounded by land
3	**mountain (n.)**	a landform that rises high above the land around it, with steep sides and a pointed or rounded peak at the top
3	**peninsula (n.)**	a piece of land that is surrounded by water on three sides
3	**plain (n.)**	a large area of mostly flat land
3	**plateau (n.)**	a mostly flat landform that is higher than the land around it
3	**volcano (n.)**	a mountain with an opening where lava, ash, and gases can come out

Political Maps (Lessons 7-12)

Lesson	Word	Definition
7	**human geography (n.)**	the study of how humans interact with their environment
7	**political map (n.)**	a map that shows human-created boundaries like countries, states, and cities
8	**province (n.)**	a self-governing division of a country
8	**territory (n.)**	an area of land used, owned, or governed by a certain group

9	**state (n.)**	a self-governing division of a country
10	**nation (n.)**	a territory where people with a shared culture are led by the same government

Mexico and Canada (Lessons 13-20)

Lesson	Word	Definition
17	**culture (n.)**	the knowledge, beliefs, and way of life shared by a group of people
17	**economy (n.)**	the system of producing, selling, and buying goods and services

LESSON PLANS

Physical Maps

What can maps tell us about physical geography?

CONTENTS

Overview

Cluster 1 focuses on what physical maps tell us about the land of North America as students explore the Supporting Question: *What can maps tell us about physical geography?* A series of activities help students understand the names and attributes of different landforms and bodies of water, how to analyze a map, and where different features can be found on a physical map of North America. By the end of the cluster, students are able to provide an answer to one of their inquiry questions supported by two pieces of evidence from maps.

Learning Objectives

By the end of this cluster, students should be able to...

- Ask questions about physical and political maps to kick off the unit.
- Ask questions about physical features of North America as seen by zooming in on images created using radar data from a NASA Space Shuttle.
- Build vocabulary by analyzing and naming landforms and bodies of water seen in North America.
- Use a close reading strategy for analyzing maps.
- Use knowledge of cardinal directions and physical features to create a key for a physical map.
- Write a paragraph to explain what maps can tell us about the land and support the claim with evidence.
- Construct social studies arguments that select relevant information to support claims with evidence from multiple sources. (WIDA ELD-SS.4-5.Argue.Expressive)

Vocabulary

TIER 2	TIER 3
desert	basin

geography	bay
mountain	coastal plain
physical map	gulf
plain	peninsula
volcano	plateau

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 2: Generate open and closed questions relevant to multiple aspects of a topic.	1-2, 5-6
PS 4: Identify the purpose of a source using information about the source type, maker, intended audience, date, place of origin, and/or an analysis of key details.	5-6
PS 6: In response to an inquiry question, develop a plausible claim based on evidence found in a source.	3-4, 6

Content Standards

STANDARD	LESSON(S)
4.T1.1: On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).	1-6
4.T1.2: On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.	1

Literacy Standards

STANDARD	LESSON(S)
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	5-6
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	1-2, 4
W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	3, 6

Unit 1, Cluster 1 Inquiry Chart (Teacher Version)

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.	Physical maps use labels to show land and water features like mountains, rivers, and oceans.
Lesson 4: We used clues to create a map key of physical features on a map.	A map key or legend identifies specific features on a map, and important land and water features can be found across North America.
Lesson 5: We analyzed physical maps and asked questions about them.	Different maps have different purposes and are designed to show specific types of information.

LESSON 1

Unit Kickoff

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Recall prior knowledge about geographic terms and features, and ask questions about how people can use geography to describe the land and people of North America.	Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about the land and people of North America.

LESSON OVERVIEW

This lesson kicks off the inquiry arc of *North American Geography*. Students participate in a Know and Wonder protocol to review background knowledge and stimulate curiosity in the content ahead. Vertical standards alignment is applied through a review of concepts from second grade: map features, names of continents and oceans, names of land and water features, and examples of political maps. Students are introduced to the unit concepts with two depictions of North America, a physical map and a political map. Students ask questions about each map and make comparisons between them. Their top questions will be revisited throughout the unit and will be resolved as part of the Summative Assessment.

LESSON STANDARDS

PS 2, 4.T1.1, 4.T1.2, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 1 Slide Deck
- ☐ Unit 1 Know and Wonder Chart
- ☐ Unit 1 Word Wall Cards
- ☐ Blank Word Wall Cards

LESSON AT A GLANCE

Component	Time
Activate Prior Knowledge	15
Asking and Prioritizing Questions	15

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Question Language and Literacy Builder (3-5)*: Supports generation of questions on the Know and Wonder Chart.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide stems from the LLB for students to use when developing questions for the Know and Wonder Chart. Allow students to use sentence fragments. Provide opportunities for students to practice reading their questions to each other before they post them on the Know and Wonder Chart.
- Look Fors: Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Encourage students to choose relevant question stems from the LLB when working on the Know and Wonder Chart. Encourage partners to elaborate on each other's ideas to develop questions for the Know and Wonder Chart.
- Look Fors: Oral responses should include simple sentences using the chosen question stems, with some elaboration of ideas (e.g., using new or multiple adjectives or prepositional phrases).

English Proficiency Levels 5-6:

- Students may choose to use the LLB when working on the Know and Wonder Chart. They should explain to their partner why a question would be a priority to post on the Know and Wonder Chart.
- Look Fors: Oral responses should use detailed and compound sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

ADVANCE PREPARATION

Recreate the *Unit 1 Know and Wonder Chart* resource on chart paper for your class.

Print (and laminate, if possible) the *Unit 1 Word Wall Cards* to use throughout this unit. A set of *Blank Word Wall Cards* for multilingual learners is also available, with directions for creating translanguaging Word Wall cards in home language other than English.

Students will refer to handouts from throughout the unit when it's time to answer the Supporting and Essential Questions. Establish a system students will use to keep their unit documents organized in one place, such as a folder or binder.

Prepare to teach this unit by exploring the Background Brief: North American Geography, which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Activate Prior Knowledge *(15 minutes)*

Slide 1: Tell students that the topic for social studies in fourth grade is North American geography, history, and peoples. They will begin with geography and map skills.

Note that Greenland is also part of North America and is a self-governing nation of the Kingdom of Denmark. Students will learn more about self-governing nations later in the unit.

Clarify that, although Central America is part of North America, our work this year will center on the three largest countries in the continent: Canada, the United States, and Mexico. Central America will be studied in sixth grade.

TEACHING TIP

Second-grade social studies standards ask students to locate continents and oceans on maps and globes and to identify major physical characteristics of each continent. These skills are reviewed at the start of this lesson, but students do not need to master the content before proceeding with the lesson. (The relevant second-grade standards 2.T1.1 and 2.T2.1.)

Slide 2: Introduce the Know and Wonder Chart for the unit. Explain that you will work together to write what you already know about the geography of North America.

Slide 3: Use the images on the slide from left to right to facilitate a discussion about what students already know.

Some possible contributions include:

- Globes are the same shape as Earth and show where land and water are located in relation to each other.
- A scale shows how distance on a map or globe compares to real distance. It is used to find how far apart places are in the real world.
- A key or legend explains symbols used on a map or globe.
- A map is a flattened-out version of the information found on a globe. Proportions are often distorted in the process.
- A compass rose shows cardinal directions (N, S, E, W) and intermediate directions (NE, NW, SE, SW).

Write student contributions on the "Know" side of the Know and Wonder chart.

Slide 4: Activate prior knowledge. Ask: *What do you know about continents and oceans?*

Ask a volunteer to name each continent as you point to it. (North America, South America, Europe, Asia, Africa, Australia, Antarctica) Then ask a second volunteer to name each ocean as you point to it. (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean)

Write student contributions on the "Know" side of the chart.

Slide 5: Ask: *What do you know about maps that show land features and bodies of water?*

Use the map of the Gulf of Maine to prompt students to recall as many examples of landforms and bodies of water as they can. Clarify that the green parts are land and the blue parts are water. Shallow water is shown as light blue; deeper water is shown as dark blue.

Guide students to find examples of the following: peninsula (Cape Cod, Nova Scotia), gulf (Gulf of Maine), bay (Bay of Fundy), islands, and mountains.

Write student contributions on the "Know" side of the chart.

Slide 6: Ask: *What do you know about maps that show human activity?*

Have students observe and think about this pictorial map of agricultural wealth of the United States until they start to notice a theme in the pictures (the areas of the country where various foods are produced).

Ask students what they know about different ways that maps can show information about human activity. Students may suggest pictures, colors, labels, symbols, etc..

Write student contributions on the "Know" side of the chart.

Slide 7: Ask: *What do you know about maps that show borders between the places where people live?*

Ask students to observe this political map of North America in which countries are identified by their flags. What do students know about why there are borders between countries?

Write student contributions on the "Know" side of the chart.

Asking and Prioritizing Questions *(15 minutes)*

Slide 8: Introduce the Essential Question:

> **How can we use geography to describe the land and people of North America?**

Slide 9: Play the video to introduce the land and people of North America. Ask students to think about the Essential Question while they watch.

Slide 10: Distribute sticky notes. Ask students to observe the two maps of North America.

Have students generate as many questions as they can about the maps. Questions can be about one map or about comparisons between the two maps. Each question should be written on its own sticky note.

Ask each student to choose three of their questions that they are most interested in answering.

Group students into pairs. Ask each pair to discuss their six questions and to choose the one that they are most interested in answering.

Slide 11: Revisit the Know and Wonder Chart. Ask one student from each pair to bring the sticky note with their chosen question up to the chart, read it aloud, and place it on the "Wonder" side. Explain that the class will work throughout the unit to find answers to these questions.

Teacher Note: After this lesson, group the questions on the "Wonder" side of the chart into three categories: physical maps, political maps, and Canada & Mexico. Leave questions that don't fall into those categories in a separate area. This sorting ensures that questions will be accessible for consideration in future cluster launches.

SUPPORT ALL STUDENTS

You can introduce the *Question Language and Literacy Builder (3-5)* and model for students how using this resource can support the generation of new questions for the Know and Wonder chart.

LESSON 2

Physical Geography

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Observe a physical map and ask questions about what it can tell us about physical geography.	Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about physical geography.

LESSON OVERVIEW

This lesson launches the Cluster 1 Supporting Question: *What can maps tell us about physical geography?* through a close observation of a physical map of North America created using topographical data gathered by a radar instrument aboard NASA's Space Shuttle Endeavor. Zooming in on specific features of the land stimulates curiosity and prompts questioning. The Launching the Question routine follows the steps of the Question Formulation Technique to generate, classify, and prioritize questions. The priority questions are then added to the Inquiry Chart to guide the cluster inquiry.

LESSON STANDARDS

PS 2, 4.T1.1, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 2 Slide Deck
- ☐ Cluster 1 Inquiry Chart

VOCABULARY

geography

physical map

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Launching the Question	20
Introduce the Inquiry Chart	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Observe Language and Literacy Builder (3-5)*: Supports students with making close observations of a detailed map.
- *Question Language and Literacy Builder (3-5)*: Supports the generation of questions during the Question Formulation Technique.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide observation stems from the Observe LLB and/or question stems from the Question LLB to help students express what they see and generate questions. If possible, take on the role of scribe for a small group while they generate questions about the physical map. Allow students to use sentence fragments. During discussions of prioritizing questions, provide the stem: *This question is important because...*
- Look Fors: Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Encourage students to choose relevant observation and question stems from the LLBs as they notice details and generate questions. Guide the prioritization discussion to encourage students to explain why a question is important.
- Look Fors: Oral responses should include simple sentences using the chosen question stems, with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students may choose to use the LLBs when making observations and generating questions. Students should explain why a question would be a priority to post on the Inquiry Chart.
- Look Fors: Oral responses should use detailed and compound sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

ADVANCE PREPARATION

Use the template (*Cluster 1 Inquiry Chart*) to create an Inquiry Chart for Cluster 1 on chart paper. Plan to complete the "What did we do?" column prior to the "Putting It Together" activity in Lesson 6, using guidance from the *Cluster 1 Inquiry Chart (Teacher Version)*.

If the topic is of interest to you and your students, read the information provided below the map of North America from NASA's Jet Propulsion Laboratory. (It involves a space shuttle!)

Students will need individual or partnered access to electronic devices.

Familiarize yourself with the Question Formulation Technique (QFT), created by the Right Question Institute (RQI). Visit What is the QFT? for more information and free resources.

To see the QFT in action in a fourth grade classroom, watch this video: Primary Sources & QFT: 4th Grade Classroom Video. In the video, a fourth grade teacher in Nevada conducts a multi-day mini-unit on map-making using the technique to help students practice skills of observation, questioning, making inferences, and conducting independent research.

Build the Word Wall *(5 minutes)*

Slide 2: Introduce a key vocabulary word: *geography.*

- Say the word: *geography*
- Use the word in context: *Geography helps us understand features of Earth and how we interact with where we live.*
- Share the student-friendly definition: *(noun) the study of places and the relationship between people and their environment*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Slide 3: Highlight the word's features. This word is based on Greek roots. The word parts are:

- geo- = Earth
- -graph = to draw or write

Slide 4: Introduce a key vocabulary word: *physical map.*

- Say the word: *physical map*
- Use the word in context: *You can study a physical map to better understand features such as mountains, rivers, and deserts.*
- Share the student-friendly definition: *(noun) a map that shows the natural features of Earth, such as landforms and bodies of water*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Launching the Question *(20 minutes)*

SPARK CURIOSITY

Slide 5: Introduce the physical map of North America. Explain that this physical map was created using radar data from a NASA Space Shuttle.

- This means that radar instruments were so far away that we can't see any sign of humans, roads, cities, etc.
- Color was added to highlight the physical features in the image.

Share the link to the shaded relief map of North America from NASA's Jet Propulsion Laboratory. Open the link yourself and show students how to zoom in.

Initiate a Turn and Talk. Ask: *What do you notice about this map?* Have shoulder partners share their observations, which may include:

- Areas in the east are low, and areas in the west are high.
- There are many mountain ranges in the west.
- There are lines that look like rivers going from mountains in the west to low areas in the east.
- There are large bodies of water in northern North America.

SUPPORT ALL STUDENTS

Students who would benefit from additional support for making observations of the map can use the *Observe Language and Literacy Builder (3-5)*.

LEARN MORE

See *Launching the Question* in the Curriculum Guidebook for further details and information on this routine.

After partners share, ask volunteers to share their noticings with the class.When students have the same observations, they can respond with the ASL sign for "me too."

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 6: Introduce the Supporting Question:

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

Students will investigate this question in Cluster 1. Share that the first step will be to ask questions to guide their inquiry.

Slide 7: Explain that students will follow three steps for Launching the Question over a series of slides.

- Generate questions
- Classify questions
- Prioritize questions

Distribute a piece of chart paper, a marker, and three sticky notes to each group of students.

Ask each group to choose a scribe (a group member who can write quickly and clearly).

Slide 8: Tell students they will ask questions. The focus for their questions is the Supporting Question turned into a statement: *Maps can tell us about physical geography.*

Tell students they can look at the physical map on their device for ideas while asking their questions.

Slide 9: Review the rules on the slide for generating questions:

- Ask as many questions as you can about the statement.
- Number each question.
- Don't discuss, answer, or judge any question.
- Write down every question exactly as stated.
- Change any statements to questions.

TEACHING TIP

If your class needs a more scaffolded version of Launching the Question for this first experience, consider making it a whole-group activity in which you are the scribe. You may also need to guide the classification of questions as open or closed. Students can participate more independently in Launching the Question in Clusters 2 and 3.

SUPPORT ALL STUDENTS

Encourage students to refer to the *Question Language and Literacy Builder (3-5)* to support the generation of questions during the routine.

Allow students to ask questions for 4 minutes. Some questions that students may ask include:

- Why do rivers go from high places to low places?
- Why are there more large bodies of water in the north than in the south?
- Why are mountains in the west higher than mountains in the east?

Slide 10: Explain the difference between open and closed questions:

- Open questions need an explanation. They can't be answered with a *yes*, a *no*, or a one-word answer.
- Closed questions can be answered with a simple fact, a *yes*, a *no*, or a one-word answer.

Ask: *What are the benefits of each kind of question?* Possible responses:

- Open questions can spark discussions.
- Open questions relate to big ideas.
- Closed questions can help with finding facts and supporting details.

Slide 11: Review the rules on the slide for classifying questions:

- Identify closed questions with a C.
- Identify open questions with an O.

Allow students to classify questions for 3 minutes.

Slide 12: Review the rules on the slide for prioritizing questions:

- Identify your group's top three open questions.
- Copy each Top Three question onto its own sticky note.
- As a group, discuss and decide why you chose each question.
- Pick a spokesperson to explain your questions to the class.

Allow students to prioritize questions for 4 minutes.

LEARN MORE

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their website for more information about their work.

Introduce the Inquiry Chart *(5 minutes)*

DEVELOP THE INQUIRY CHART

Slide 13: Ask the spokesperson from each group to come to the Inquiry Chart and read their questions out loud as they post them on the top row, under the Supporting Question.

If any questions from the **Unit 1 Know and Wonder Chart** are about physical geography, move them into the Inquiry Chart as well.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use a variety of physical maps and images of landforms and bodies of water to explore physical geography. The Supporting Question and priority questions will guide their learning.

LESSON 3

The Surface of North America

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use evidence from images to identify and describe common landforms and bodies of water found in North America.	Define geographic features by writing definitions that use descriptive language to explain what each feature looks like.

LESSON OVERVIEW

This lesson activates and expands students' knowledge of landforms and bodies of water in North America and helps build vocabulary related to these geographic features. The lesson prepares students to understand and analyze the surface of North America in relation to the Supporting Question. Students work in small groups to observe features of landforms and bodies of water and use those observations to create definitions and add them to the Word Wall. Finally, students answer questions to practice using the new vocabulary and to reinforce learning and comprehension.

LESSON STANDARDS

PS 6, 4.T1.1, W.4.2d
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 3 Slide Deck
- ☐ Land and Water Features Student Slide Deck
- ☐ Land and Water Features (Comparisons) Scaffolded Student Slide Deck
- ☐ Write a Definition
- ☐ Vocabulary Definitions (Teacher Guidance)
- ☐ Land and Water Features Word Wall Cards

VOCABULARY

basin
bay
coastal plain
desert
gulf
mountain
peninsula
plain
plateau
volcano

LESSON AT A GLANCE

Component	Time
Recall Questions About the Map of North America	5
Explore the Surface of North America	15
Build the Word Wall	10

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Observe Language and Literacy Builder (3-5)*: Supports students in making close observations of images showing landforms and bodies of water.
- Land and Water Features (Comparisons) Scaffolded Student Slide Deck: Supports students in developing definitions of landforms and bodies of water through comparisons.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide stems from the LLB to help students express what they see. Encourage students to record observations in their home language and develop translated definitions for landforms and bodies of water to add to the Word Wall.
- Look Fors: Student definitions in both languages may include simple sentences with familiar adjectives.

English Proficiency Levels 3-4:

- Have students choose relevant stems from the LLB when finding details in the images. Students should look for common words in their observations to use in their definitions.
- Look Fors: Definitions should include simple sentences and adjectives that distinguish similar landforms or bodies of water from each other.

English Proficiency Levels 5-6:

- Students may choose to use the LLB when working on making observations. They should look for common words in their observations and use those words to create definitions.
- Look Fors: Definitions should use detailed and compound sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

ADVANCE PREPARATION

If devices are not available for student use, print and laminate one copy of every image in the Land and Water Features Student Slide Deck. The coastal plains slides do not need to be printed; they will be used to model the procedure.

After the lesson, use the *Land and Water Features Word Wall Cards* to create cards with the student definitions. Note that using student definitions on Word Wall cards is unique to this lesson. In other lessons, definitions are provided.

Recall Questions About the Map of North America *(5 minutes)*

Slide 2: Connect to previous learning about the surface of North America. Remind students of the questions they generated about the map in the last lesson. Review questions that pertain to landforms or bodies of water.

Say: *Today we will learn more about the features of Earth's surface. Land features are called landforms, and water features are called bodies of water.*

Explain that students will work together in today's lesson to describe common landforms and bodies of water and then use those descriptions to create definitions.

Explore the Surface of North America *(15 minutes)*

Slides 3–6: Explain that students will work in small groups to observe three photos that show a landform or body of water. They will use their observations to create a definition of the word that names that landform or body of water.

Invite three volunteers to help you model the activity with coastal plains. Give them a few minutes to observe the three photos. Ask: *What do the images have in common?*

Model using evidence from the images to arrive at a definition of *coastal plains*:

- The images are all near the ocean.
- The images all show flat land.
- *Coastal plain* could mean "flat land near the ocean."

After students have agreed on a definition, explain that they will repeat this routine in small groups, with each group exploring and defining their own new word to then share with the class.

Slide 7: Organize students into nine small groups. Ideally, each group will have three students so each has their own photo card to examine.

Assign each group a landform or body of water. Give them a copy of the *Write a Definition* handout and the three image cards for their assigned word.

Ask students to pass their cards around their group while recording observations on the handout.

Instruct students to collaborate within their groups to draft a definition based on their observations. This definition will be their claim, supported by visual evidence (their observations).

Monitor and assist students as needed during the activity. Use the *Vocabulary Definitions (Teacher Guidance)* to guide students as you circulate.

CULTURAL COMPETENCE

Encourage students to use their background knowledge of landforms and bodies of water that they have seen in their local environment. For New England, those would include coastal plains, bay (Massachusetts Bay), peninsula (Cape Cod), and mountain (cite one nearest your school district).

Build the Word Wall *(10 minutes)*

Slides 8–18: Invite each small group to share their definition with the class as you scroll through the slides in the deck.

Connect the activity to the Supporting Question. Ask: *What can images of landforms and bodies of water tell us about the physical geography of North America?*

Encourage students to use words from the slide deck in their responses.

SUPPORT ALL STUDENTS

Some students may benefit from the clarification gained by comparing and contrasting pairs of similar landforms and bodies of water. The prompts on the slides of the Land and Water Features (Comparisons) Scaffolded Student Slide Deck can be used to facilitate discussions about similarities and differences.

Slide 19: Conclude the lesson with an opportunity for students to practice using all ten words.

Explain to students that after you ask each question, they will have 3 seconds of thinking time and then you will ask several volunteers to respond. Tell students that there may be multiple correct answers for each question. Ask:

- *Where can you sail a boat?* (bay or gulf)
- *Where is the nicest place to walk?* (any *except* bay or gulf)
- *Which place might be dangerous to visit?* (volcano)
- *Which place would have the best views?* (mountain, plateau)
- *Which place would you most like to visit?* (any)

If time allows, pause to hear students' reasons for their responses to the last question.

Teacher Note: After the lesson, collect the completed handouts. Record the student-created definitions on the *Land and Water Features Word Wall Cards* so these definitions will be in the same format as others throughout the units in fourth grade. Print the cards and post them on your Word Wall.

When Unit 1 is completed, keep these vocabulary cards for use again in Unit 5.

Vocabulary Definitions (Teacher Guidance)

basin: a low area of land where water from rivers and streams collects

bay: an area of the ocean that is surrounded on three sides by land

coastal plain: an area of low, flat land along the coast of an ocean

desert: a large area of very dry land with few bodies of water

gulf: a large area of the ocean that is partly surrounded by land

mountain: a landform that rises high above the land around it, with steep sides and a pointed or rounded peak at the top

peninsula: a piece of land that is surrounded by water on three sides

plain: a large area of mostly flat land

plateau: a mostly flat landform that is higher than the land around it

volcano: a mountain with an opening where lava, ash, and gases can come out

LESSON 4

Important Physical Features of North America

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify important landforms and bodies of water on maps of North America and create a map key.	Interpret cardinal and intermediate directions to determine the relative location of map features by discussing written clues with a partner.

LESSON OVERVIEW

In this lesson, students draw upon their knowledge of cardinal and intermediate directions to participate in a scavenger hunt activity. They search for clues that describe the location of famous landforms and bodies of water in North America. The clues help students use relative location to identify the features on a physical map and create a map key. They collaborate to review their answers to reinforce learning and to make sure their keys are accurate.

LESSON STANDARDS

PS 6, 4.T1.1, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 4 Slide Deck
- ☐ Scavenger Hunt Clues
- ☐ Scavenger Hunt Maps
- ☐ Physical Features Scavenger Hunt (Teacher Version)

LESSON AT A GLANCE

Component	Time
Cardinal Directions Review	5
Facilitate the Scavenger Hunt	15
Review Answers	10

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Scavenger Hunt Clues (Highlighted)*: Supports reading comprehension through highlighted text.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Students can use the Word Wall to review the definition and image of landform or body of water. Provide students with their own copy of the clues and guide them to use the highlighted words when discussing the location of the physical feature.
- Look Fors: Students use sentence fragments in discussion when determining the location of the physical feature on the map.

English Proficiency Levels 3-4:

- Students can use the Word Wall to review the definition and image of the landform or body of water. Students can focus on the first sentence of the clue when determining the feature's location on the map.
- Look Fors: Students discuss connections between vocabulary on the Word Wall and vocabulary in the clue.

English Proficiency Levels 5-6:

- Encourage students to take turns reading clues out loud to their partners. Ask them to focus on key words that help them figure out the location of the physical feature.
- Look Fors: Students use complex sentences when discussing the clue and determining the location of the physical feature.

ADVANCE PREPARATION

Place clues around the classroom. (Keep track of where you put them!)

For each student, prepare a clipboard with the *Scavenger Hunt Maps*.

Cardinal Directions Review *(5 minutes)*

Slide 2: Review cardinal directions.

Draw a blank compass rose on the board. Leave the points blank for cardinal and intermediate directions.

Call on students to write the cardinal directions (north, south, east, west) around the rose you drew. Then call on students to write the intermediate directions (northwest, southwest, northeast, southeast).

Correct the placement of directions if students provide incorrect responses.

Slide 3: Ask *Why do people use cardinal and intermediate directions?* Possible responses:

- Cardinal and intermediate directions give information about the way to travel toward a destination.
- Directions give information about relative locations of two places (e.g., one place is east of another place).

CULTURAL COMPETENCE

Some cultures attribute symbolic or spiritual meanings to cardinal directions. For example, the Lakota Sioux and the Navajo associate cardinal points with colors, animals, and elements. Their compass-like symbols can represent spirituality, the interconnectedness of nature, and the cyclical nature of life.

Facilitate the Scavenger Hunt *(15 minutes)*

Slide 4: Tell students that they will participate in a scavenger hunt to identify names of important landforms and bodies of water in North America. They will use cardinal and intermediate directions to help them locate places on the map that are named in the clues.

Distribute clipboards with the *Scavenger Hunt Maps*. Model how to use clues to create a map key.

- Read the clue about the Mississippi River.
- Ask a volunteer to identify the letter near the body of water described in the clue. (B)
- Ask: *There are two rivers shown on the map that flow from north to south and end in a gulf. How do you know which one is the Mississippi River?* (It's the one that starts near five large lakes and flows through the middle of the United States.)
- Have students write "Mississippi River" next to the letter *B* on their handout.

Slide 5: Review the directions for the scavenger hunt. Explain that students will work in pairs to create a map key that identifies landforms and bodies of water in North America.

Organize students in partners for the activity. Remind them that they will use the clues to label the landforms and bodies of water that are indicated by letters on their maps.

Provide clear guidelines for where the clues can be found (openly visible spots around the room, and where they cannot be found (for example, your desk or inside cabinets).

End the hunt ten minutes before the end of class, even if students have not found all the clues.

SUPPORT ALL STUDENTS

Some students may benefit from the *Scavenger Hunt Clues (Highlighted)*, in which the highlighted words emphasize cardinal and intermediate directions, as well as key landforms and bodies of water.

Review Answers *(10 minutes)*

Slide 6: Review students' map keys.

- Invite each pair of students to join with another pair to form small groups of four. Ask students to share their labeled landforms and bodies of water.
- Circulate and support students with completing or correcting their map keys. Use *Physical Features Scavenger Hunt (Teacher Version)* for guidance.

Slide 7: Examine the purpose of a map key. Explain that students created a map key (legend) that helps us understand the physical map of North America. Ask:

- *Why does a map have a key?*
- *How does a key or legend help you understand the features shown on a map?*

CULTURAL COMPETENCE

Maps are not culturally neutral. They reflect history and power with place names that were assigned by European explorers, settlers, and colonizers. Many of those places also have Indigenous names given by the Native peoples who have lived there since long before Europeans arrived. At the same time, many of the names we use today for cities, states, regions, and physical features—such as *Mississippi*, *Ohio*, *Yukon*, and *Oaxaca*—come from Indigenous languages and reflect the Native cultures of those places.

Physical Features Scavenger Hunt (Teacher Version)

Bodies of Water Map Key

A = Rio Grande River

B = Mississippi River

C = Great Lakes

D = Atlantic Ocean

E = Pacific Ocean

F = Gulf of Mexico

G = Caribbean Sea

H = Hudson Bay

Landforms Map Key

I = Appalachian Mountains

J = Rocky Mountains

K = Sierra Madre Mountains

L = The Great Basin

M = Mojave Desert

N = Sonoran Desert

O = Chihuahuan Desert

P = Yucatan Peninsula

LESSON 5

Analyzing Physical Maps

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze key details to identify the purpose of physical maps.	Engage in collaborative questioning by building on others' ideas and expressing their own clearly.

LESSON OVERVIEW

In this lesson, students use map features like a compass rose, title, legend, and scale to determine the purpose of ten physical maps in a Student Slide Deck. The maps present ideas beyond landforms and bodies of water to include physical geography topics related to geology, ecoregions, and atmospheric science. The objective of the exercise is to pique curiosity about the content shown in order to understand that there is a wide variety of physical maps and that some of them convey more information than just locations.

LESSON STANDARDS

PS 2, PS 4, 4.T1.1, RI.4.7
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 5 Slide Deck
- ☐ Physical Map Set Student Slide Deck
- ☐ Analyzing Physical Maps
- ☐ Analyzing Physical Maps (Teacher Version)

LESSON AT A GLANCE

Component	Time
Map Features	5
Analyze Physical Maps	20
Prioritize Questions	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Question Language and Literacy Builder (3-5)*: Supports the generation of a question about each map.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide question stems from the Question LLB for students to use when generating their questions. Allow students to use sentence fragments. A student's choice of their priority question can be connected to their own curiosity rather than to the Supporting Question.
- Look Fors: Questions should use the structures provided in the Question LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Allow students to use relevant question stems from the Question LLB. Structure the prioritization discussion to include reasoning for how the question they choose is connected to the Supporting Question.
- Look Fors: Questions should be framed similarly to the framing provided in the Question LLB and should include simple elaboration of ideas (e.g., adjectives, clauses). The reason that a question is important should connect to the Supporting Question.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when working on generating questions..
- Look Fors: Students should explain to their partner how the prioritized question would help us understand what maps can tell us about physical geography. Oral responses should use detailed and compound sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

ADVANCE PREPARATION

Make sure each pair of students has access to a digital device.

Map Features *(5 minutes)*

Slide 2: Review some map features that were introduced in Lesson 1. Ask: *What do you know about map features?*

Ask students to call out the cardinal and intermediate directions as you indicate points on the compass rose. Ask: *Why aren't compass roses always included on maps?* Clarify that maps are usually created in the familiar orientation of north at the top. Students should understand that they can assume north is "up" unless indicated otherwise by a compass rose.

Point to the legend. Tell students that "legend" and" key" mean the same thing. This cluster uses both to get students used to the idea of using these synonyms.

Point to the scale. Remind students that a map is like a miniature version of an area. Explain that a scale tells us how much the map has been shrunk. The scale helps us translate short distances on a map to long distances in real life.

LEARN MORE

Knowing how to use a map scale requires an understanding of proportional relationships, which is not covered in the Massachusetts Mathematics Curriculum Framework until grade 6. In this lesson, students are not expected to know how to apply a map scale.

Analyze Physical Maps *(20 minutes)*

Slide 3: Distribute a copy of *Analyzing Physical Maps* to each student. Although students will work in pairs, each student will complete their own handout.

Provide each pair of students with a device for observing the maps in the Physical Map Set Student Slide Deck. Share the link to the slide deck.

Explain the process for analyzing the maps. Tell students they will observe ten physical maps and analyze them by completing the chart according to its headings:

- Does it have a legend? (Yes/No)
- Does it have a scale? (Yes/No)
- What is the map's purpose? (Consider the title)
- What question do you have about this map?

Clarify that students will discuss their question with their partner. They can both write down the same one, or they can each write their own. Questions should be about the content or main idea of the map.

TEACHING TIP

Students are introduced to the components of a map (cardinal directions, scale, legend/key, title) in second grade social studies. There will be numerous opportunities throughout fourth grade for students to apply this knowledge and achieve mastery of this standard.

Slide 4: Model the process using Map 1. Students should work as a class to complete the first row.

Ask: *Does the map have a legend?* Point out the legend on the lower left corner. It may be too small to view clearly, so the range has been simplified to the side of the map.

Ask: *Does the map have a scale?* Point out the scale.

Ask: *What is the map's purpose?* Support students with interpreting the title as the purpose of the map. They may not be familiar with the term *topography*, but the legend shows that the map is about high, mid-level, and low land.

Ask: *What question do you have about the content of this map?* Accept a few questions from students. Ask them to write one down on their handout. Possible questions can be found on *Analyzing Physical Maps (Teacher Version)*.

Ask students to continue this process with their partners for the remaining nine maps.

LEARN MORE

Map 7 may encourage the popular misconception that some U.S. states get no tornadoes. In fact, tornadoes have occurred in every state. For this map, areas with averages of less than .5 reports per 10,000 miles are rounded down to 0. Based on the map, a student could reasonably conclude that California gets no tornadoes. In fact, California has an average of 11 tornadoes annually, with a record 30 in 2005.

Prioritize Questions *(5 minutes)*

Slide 5: Ask each student to choose one question from the right column of their completed chart. Support students with choosing questions that would best help us discover what maps can tell us about physical geography.

Provide one sticky note to each student and ask that they write the question on the note, including the map number.

Slide 6: Project the Supporting Question on the board.

What can maps tell us about physical geography?

Have students come to the board and post their sticky notes around the Supporting Question.

Advance preparation for the next lesson: After class, review the questions that were posted for each map. Choose one open-ended question per map to present as an option for students in the Formative Assessment, in which they will answer the question with evidence found in the maps.

Analyzing Physical Maps (Teacher Version)

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.

Possible responses provided for Map Questions.

Map	Legend	Scale	Map Purpose	Map Question
1	Yes	Yes	To show how high or low the land is in areas across the United States (except for Alaska and Hawaii)	• Why is the land lower in the east and higher in the west? • Do the dark green areas along the eastern coast show coastal plains? • Does topography mean how high or low the land is? • Do rivers always flow to areas of lowest land?
2	No	Yes	To show where rivers and lakes are located across the United States	• Do rivers flow across the borders into Canada and Mexico? • Why are there fewer lakes and rivers in the western United States? • Do some rivers flow into other rivers? • Why are the Great Lakes so much bigger than other lakes? • Why do Hawaii, Alaska, and the rest of the United States all have different map scales? • Do all rivers flow into an ocean?
3	Yes	No	To show where forests are located across the United States (except for Alaska and Hawaii)	• Are there really no forests in the middle of the country? • Why are there few forests in the Southwest? • Is there a connection between the amount of forests and mountain ranges (Map 1)? • Do the squiggly lines on the map represent rivers (Map 2)?

Map	Legend	Scale	Map Purpose	Map Question
4	Yes	Yes	To show how much it rains across the United States (except for Alaska and Hawaii)	• Why does it rain so much in the Northwest? • Why does rainfall decrease from east to west? • Is there a connection between rainfall and elevation (Map 1)? • Does anything grow in the Southwest where it is so dry? • Is there a connection between rainfall and numbers of lakes and rivers (Map 2)?
5	Yes	Yes	To show the location of significant wildfires in the United States (except for Alaska and Hawaii)	• Why is the risk of fire greater in the west than in the east? • Is there a connection between fire risk and rainfall (Map 4)? • Is there a connection between fire risk and rivers and lakes (Map 2)? • Has the risk of fire changed since this map was created?
6	No	Yes	To show the location of grasslands in the United States (except for Alaska and Hawaii)	• Is prairie the same as grassland? • Do grasses grow best in areas that are flat (Map 1)? • Why does grass of different heights grow in certain regions? • Should the lines showing grassland regions continue into Canada? • Do tall grasses grow better with more rain, and short grasses grow better with less rain (Map 4)?

Map	Legend	Scale	Map Purpose	Map Question
7	Yes	No	To show how often tornados happen across the United States (except for Alaska and Hawaii)	• Why do so many tornados happen in the middle part of the country? • Is there a connection between areas with grassland and the likelihood of tornados (Map 6)? • Is there a connection between elevation and the likelihood of tornados (Map 1)? • Why is there a section of Massachusetts that has a greater number of tornados than surrounding areas?
8	Yes	Yes	To show the path of North Atlantic hurricanes in 2020	• How do scientists know where a hurricane goes? • Why do so many hurricanes hit the Gulf of Mexico and the east coast? • Do hurricanes get stuck in the Gulf of Mexico? • What causes a hurricane? • Are there hurricanes on the west coast of the United States, too?
9	No	Yes	To show the location of major volcanoes in Mexico	• Why do volcanoes look like they're clustered along Mexico's southwest coast? • Do the volcanoes stop at the United States border? • How can volcanoes be in the ocean? • Has Mexico City ever been in danger from a volcano? • Why doesn't this map have a legend?
10	Yes	Yes	To show the locations of snow and ice in North America during the winter of 2023–22024	• Does a timestamp count as a scale? • Why do parts of the country that are usually hot sometimes get snow? • If it snows in the western part of the country, why is it still so dry (Map 4)? • Is there a connection between areas of snow and high elevation (Map 1)?

LESSON 6

Formative Assessment

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Answer an inquiry question about physical geography using evidence from maps.	Develop a written claim about physical geography using evidence from cluster source maps.

LESSON OVERVIEW

This final lesson of Cluster 1 brings students back to the Supporting Question: *What can maps tell us about physical geography?* An Inquiry Chart review of "What did we do?" and "What did we learn?" helps prepare students for the Formative Assessment. They choose a student-generated question from their previous analysis of physical maps and identify maps that will help them answer the question. They write their response as a claim and support their claim with two pieces of evidence from the maps they selected. Finally, students use their claim and evidence to answer the Supporting Question.

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.1, RI.4.7, W.4.2d
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 6 Slide Deck
- ☐ Physical Map Set Student Slide Deck
- ☐ Formative Assessment
- ☐ Formative Assessment (Teacher Version)
- ☐ Cluster 1 Inquiry Chart
- ☐ Cluster 1 Inquiry Chart (Teacher Version)

LESSON AT A GLANCE

Component	Time
Putting It Together	10
Formative Assessment	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *CER Language and Literacy Builder (4)*: Supports explanations of how evidence supports students' ideas.
- *Connect Language and Literacy Builder (3-5)*: Supports using sources and relevant evidence to help students answer their questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Support students with choosing a question that requires simple language to answer with evidence from one map. Direct student attention to the Word Wall for terms that will support their work. Choose stems from the CER LLB that will help structure responses.
- Look Fors: Student responses may use simple sentence structures or be fragments.

English Proficiency Levels 3-4:

- Support students with choosing a question that requires simple language to answer. The evidence can come from one or two maps. Direct student attention to the Word Wall for terms that will support their work. Offer the CER LLB as a resource that will help structure responses.
- Look Fors: Expect short text with predictable organizational patterns using simple or compound sentences.

English Proficiency Levels 5-6:

- Allow students to choose a question at the right complexity for them and to use evidence from one or two maps. Offer the Connect LLB to help students make connections between evidence on more than one map to support their claim. Offer the CER LLB as a resource that will help structure responses. Suggest the Word Wall as an additional resource.
- Look Fors: Expect more complex text and a variety of organizational patterns using vocabulary appropriately.

ADVANCE PREPARATION

Add the questions you prepared at the end of Lesson 5 to Slide 4 of the Lesson 6 Slide Deck.

Make sure each student has access to a digital device to view the Physical Map Set Student Slide Deck. If students do not have individual access to digital devices, print the slides from the Student Slide Deck. You may wish to laminate them for repeated use. Be aware that some map details may be lost in printing.

Putting It Together *(10 minutes)*

Slide 2: Explain that students will return to the Cluster 1 Supporting Question and "put together" what they have learned so far about physical geography. Remind students of the Supporting Question:

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

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Slide 3: Revisit the Inquiry Chart and read aloud the lesson summaries for this cluster in the "What did we do?" column. If time allows, ask students for additional important experiences they remember from the cluster.

Briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Ask: *What did we learn that helps us answer our Supporting Question?* Give students time to discuss in a Turn and Talk format.

Record students' responses in the "What did we learn?" column. Possible responses can be found in the *Cluster 1 Inquiry Chart (Teacher Version)*.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 2 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 1 Know and Wonder Chart** from Lesson 1.

Ask: *Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.

Formative Assessment *(20 minutes)*

The Formative Assessment for Cluster 1 is *Formative Assessment*.

STAMP THE KEY LEARNING

Slide 4: Share the link to the Physical Map Set Student Slide Deck so each student can open it on their own device. Distribute a *Formative Assessment* to each student.

Read the student questions that you chose for each map in Lesson 5.

Tell students to choose a question and write it at the top of their handout.

Provide a few minutes for them to scroll through the maps in the Student Slide Deck to identify two or more maps they will need to answer the question.

- Remind students to return to the purpose column of their chart as they consider which maps to choose.
- Ask them to record the name(s) of the map(s) on the handout.

Direct students to write a claim to answer the question and then provide two pieces of evidence to support that claim.

Finally, students will use their claim and evidence to answer the Supporting Question. Allow students to work independently for the rest of the class period to complete the assessment.

See the *Formative Assessment (Teacher Version)* for suggested responses to consider when evaluating student work.

SUPPORT ALL STUDENTS

Encourage students to refer to their *CER Language and Literacy Builder (4)* and *Connect Language and Literacy Builder (3-5)* to support their work during the assessment.

Formative Assessment (Teacher Version)

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.
What area of North America has the highest rainfall?

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?
4. Average Precipitation (Rainfall)

Write a claim that answers the question you chose.
The northwest part of the United States has the most rainfall.

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

Evidence #1:
The map key shows a blue area in the northwest region of the United States, indicating the highest rainfall.

Evidence #2:
The map key also shows a dark green area in the northwest region of the United States, indicating the second highest rainfall.

Part 2

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

What can maps tell us about physical geography?

Physical maps tell us important information about geography, like how much it rains in different areas of the country.

Political Maps

What can maps tell us about human geography?

CONTENTS

Overview

Cluster 2 focuses on the Supporting Question: *What can maps tell us about human geography?* Students begin the inquiry by observing the differences between physical maps and political maps. They ask questions about political maps and how they show the ways land is divided into countries, states, provinces, and nations. Students investigate sources to understand the boundaries on political maps. For a deeper dive into the kinds of information on a political map, students create their own political map of a state. They also explore the meaning of *nation* by examining maps showing political features of the Navajo Nation. Finally, students synthesize their learning in a Discussion Diamond and then choose a map to use for evidence in answering the supporting question.

Learning Objectives

By the end of this cluster, students should be able to...

- Ask and prioritize questions that contribute to inquiry.
- Understand the political boundaries shown on maps.
- Use domain-specific vocabulary when discussing political maps.
- Create a political map of a state using appropriate map features.
- Use evidence from political maps to determine the ways that the Navajo Nation governs itself.
- Find evidence on a map to support a claim for what that map can tell us about people.
- Construct social studies arguments that select relevant information to support claims with evidence from multiple sources (WIDA ELD-SS.4-5.Argue.Expressive)

Vocabulary

TIER 2	TIER 3
nation province state territory	human geography political map

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 2: Generate open and closed questions relevant to multiple aspects of a topic.	7, 11-12
PS 4: Identify the purpose of a source using information about the source type, maker, intended audience, date, place of origin, and/or an analysis of key details.	9, 12
PS 6: Explain how an author uses reasons and evidence to support particular points in a source.	11
PS 6: In response to an inquiry question, develop a plausible claim based on evidence found in a source.	8, 10, 12

Content Standards

STANDARD	LESSON(S)
4.T1.2: On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.	7-12

4.T4b.5: Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.	9
4.T4c.4: Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.	9
4.T4d.5: Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.	9
4.T4e.5: Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.	9

Literacy Standards

STANDARD	LESSON(S)
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	10, 12
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	7, 11
W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	8

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	9-10

Unit 1, Cluster 2 Inquiry Chart (Teacher Version)

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.	Political boundaries on a map show where different governments control land.
Lesson 9: We used resources to construct political maps of four states.	Political maps show features created by state governments, such as borders, capitals, and major cities.
Lesson 10: We investigated maps of the Navajo territory to find evidence that they are a nation.	The Navajo Nation is a nation because it governs itself based on its own laws and leadership.

LESSON 7

Human Geography

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Observe a political map and ask questions about what it can tell us about human geography.	Engage in collaborative questioning with peers, using *who*, *what*, *where*, *when*, and *why* to ask questions about political maps and human geography.

LESSON OVERVIEW

This lesson launches the Cluster 2 Supporting Question: *What can maps tell us about human geography?* by engaging with a political map of North America. Zooming in on specific features of the land stimulates curiosity and prompts questioning. The Launching the Question routine follows the steps of the Question Formulation Technique to generate, classify, and prioritize questions. The priority questions are then added to the Inquiry Chart to guide the cluster inquiry.

LESSON STANDARDS

PS 2, 4.T1.2, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 7 Slide Deck
- ☐ Cluster 2 Inquiry Chart

VOCABULARY

human geography

political map

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Launching the Question	20
Introduce the Inquiry Chart for Cluster 2	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Observe Language and Literacy Builder (3-5)*: Supports students with making close observations of a detailed map.
- *Question Language and Literacy Builder (3-5)*: Supports the generation of questions during the Question Formulation Technique.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Curate and provide relevant observation and question stems from the LLBs. If possible, work as the scribe for a small group while they generate questions. Allow students to use sentence fragments. During discussions of prioritizing questions, provide the stem: *This question is important because...*
- Look Fors: Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., familiar adjectives).

English Proficiency Levels 3-4:

- Encourage students to choose relevant observation and question stems from the LLBs as they notice details and generate questions. Guide the prioritization discussion to encourage students to explain why a question is important.
- Look Fors: Oral responses should include simple sentences using the chosen question stems, with some elaboration of ideas (e.g., new or multiple adjectives, clauses).

English Proficiency Levels 5-6:

- Students may choose to use the LLBs when making observations and generating questions. Students should explain why a question would be a priority to post on the Inquiry Chart.
- Look Fors: Oral responses should use detailed and compound sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

ADVANCE PREPARATION

Use the template *Cluster 2 Inquiry Chart* to create an Inquiry Chart for Cluster 2 on chart paper. Plan to complete the "What did we do?" column prior to the "Putting it Together" lesson, using guidance from the *Cluster 2 Inquiry Chart (Teacher Version)*.

Students will need individual or partnered access to electronic devices.

Reacquaint yourself with the Question Formulation Technique (QFT), created by the Right Question Institute (RQI). Visit What is the QFT? for more information and free resources.

Build the Word Wall *(5 minutes)*

Slide 2: Introduce a key vocabulary word: *human geography*.

- Say the word: *human geography*
- Use the word in context: *Social scientists who study human geography observe and think about the ways people use features of the physical environment to meet their needs.*
- Share the student-friendly definition: *(noun) the study of how humans interact with their environment*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Slide 3: Introduce a key vocabulary word: *political map*.

- Say the word: *political map*
- Use the word in context: *Political maps show us how people have interacted with the land.*
- Share the student-friendly definition: *(noun) a map that shows human-created boundaries like countries, states, and cities.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Launching the Question *(20 minutes)*

SPARK CURIOSITY

Slide 4: Introduce the political map of North America. Say: *Today we will generate more questions to guide our inquiry about the geography of North America. This time, we will focus on questions about how people use maps to show boundaries and other human-created features.*

Ask students to set up their digital devices at their desks. Share the link to the political map of North America.

Open the link yourself and show students how to zoom in on an area of interest. Ask: *What do you notice about this map?*

Ask shoulder partners to share their observations. Observations may include:

- Some of the landforms and bodies of water that we learned about in Cluster 1 are labeled on this map.
- The countries are shown in different colors.
- States and provinces are outlined.
- Some of the larger lakes are very dark blue.
- Major roads are shown on the map.

After partners share, ask volunteers to share their noticings with the class. When students have the same observations, they can respond with the ASL sign for "me too."

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 5: Introduce the Supporting Question:

What can maps tell us about human geography?

Students will investigate this question in Cluster 2. Share that the first step will be to ask questions to guide their inquiry.

Slide 6: Review the steps for Launching the Question: Generate questions, Classify questions, Prioritize questions.

Distribute a piece of chart paper, a marker, and three sticky notes to each group of students.

Ask each group to choose a scribe (a group member who can write quickly and clearly).

Slide 7: Tell students they will ask questions. The focus for their questions is the Supporting Question turned into a statement: *Maps can tell us about human geography.*

Encourage students to look at the political map on their device for ideas while asking their questions.

LEARN MORE

See *Launching the Question* in the Curriculum Guidebook for further information on this routine.

SUPPORT ALL STUDENTS

Some students may benefit from using the *Observe Language and Literacy Builder (3-5)* to support them with making observations of the map.

Slide 8: Review the rules on the slide for generating questions:

- Ask as many questions as you can about the statement.
- Number each question.
- Don't discuss, answer, or judge any question.
- Write down every question exactly as stated.
- Change any statements to questions.

Allow students to ask questions for 4 minutes. Some questions that students may ask include:

- Why is Alaska part of the United States instead of Canada?
- Are the islands in the Caribbean part of Mexico?
- Are there states in Mexico?
- Are there states in Canada?
- Is a province the same thing as a state?
- Is Greenland a country? (Why does it say DK?)
- Is Central America part of North America?

Slide 9: Explain the difference between open and closed questions.

- Open questions need an explanation. They can't be answered with a *yes*, a *no*, or a one-word answer.
- Closed questions can be answered with a simple fact, a *yes*, a *no*, or a one-word answer.

Ask: *What are the benefits of each kind of question?*

- Open questions can spark discussions.
- Open questions relate to big ideas.
- Closed questions can help with finding facts and supporting details.

Slide 10: Remind students that they will classify the questions as closed (by marking with a C) or open (by marking with an O).

Allow students to classify questions for 3 minutes.

SUPPORT ALL STUDENTS

Some students may benefit from using the *Question Language and Literacy Builder (3-5)* to support the generation of questions during the routine.

Slide 11: Review the rules on the slide for prioritizing questions:

- Identify your group's top three open questions.
- Copy each Top Three question onto its own sticky note.
- As a group, discuss and decide why you chose each question.
- Pick a spokesperson to explain your questions to the class.

Allow students to prioritize questions for 4 minutes.

LEARN MORE

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their website for more information about their work.

Introduce the Inquiry Chart for Cluster 2 *(5 minutes)*

DEVELOP THE INQUIRY CHART

Slide 12: Ask the spokesperson from each group to come to the Inquiry Chart and read their questions out loud as they post them on the top row, under the Supporting Question.

If any questions from the **Unit 1 Know and Wonder Chart** are about physical geography, move them into the Inquiry Chart as well.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use a variety of political maps to explore human geography. The Supporting Question and priority questions will guide their learning.

LESSON 8

Political Maps

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Locate boundaries of key geographical features of political maps.	Use the vocabulary words *continent*, *country*, *state*, *province*, *territory*, and *country* during class discussion to demonstrate understanding of their meaning.

LESSON OVERVIEW

The purpose of this lesson is to introduce and explore the boundaries on political maps. The lesson begins by clarifying the difference between a continent and a country: one is an element of physical geography and the other is an element of human geography. Students engage in an activity where they demonstrate understanding of *continent*, *country*, *state*, *province*, and *territory* by identifying areas on a map of North America. They also identify their town/city and their county on a map of Massachusetts. This knowledge builds domain-specific vocabulary that will be needed in future lessons in this cluster.

LESSON STANDARDS

PS 6, 4.T1.2, W.4.2d
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 8 Slide Deck
- ☐ North American Political Boundaries
- ☐ Massachusetts County Map
- ☐ North American Political Boundaries (Teacher Version)
- ☐ Unit 1 Word Wall Cards
- ☐ Blank Word Wall Cards

VOCABULARY

province
territory

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Label Boundaries on Political Maps	15
Connect to the Supporting Question	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Blank Word Wall Cards*: Supports vocabulary development by providing translated words and definitions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Build upon students' translanguaging skills by creating additional Word Wall Vocabulary Cards in all home languages. Support small groups of students by previewing the cards in both English and their home languages before the lesson. Allow students to use vocabulary in either language until they can confidently use the English words in context.
- Look Fors: Students may use either their home language or English when referring to key vocabulary words.

English Proficiency Levels 3-4:

- Create Word Wall Vocabulary Cards in all home languages as a resource for students. Encourage use of the translated cards to build confident use of the English words and definitions.
- Look Fors: Students should use English when referring to key vocabulary.

English Proficiency Levels 5-6:

- Translated Word Wall Vocabulary Cards may still be helpful but students should be able to rely on the vocab routine and visual cues provided with the English words and definitions to use the terms correctly in context.
- Look Fors: Students should use key vocabulary correctly in context.

ADVANCE PREPARATION

Prepare an area of the classroom for the Unit 1 Word Wall.

Print (and laminate if possible) the *Unit 1 Word Wall Cards* that will be used throughout this unit. *Blank Word Wall Cards* for multilingual learners are also available. Directions for creating translanguaging Word Wall cards in home language(s) other than English are included in this document.

Have blue, red, green, and purple pencils or crayons available for students.

Build the Word Wall *(10 minutes)*

Slide 2: Facilitate a Turn and Talk to distinguish between *continents* and *countries*. Ask: *What is the key difference between a continent and a country?*

After pairs discuss the question, invite students to respond. Write their responses on the board or on chart paper.

To highlight the differences, ask:

- *Does a continent need people to be a continent?*
- *Does a country need people to be a country?*

Slides 3–4: Clarify that a continent is an element of physical geography. A country is an element of human geography.

Slide 5: Introduce a key vocabulary word: *territory*.

- Say the word: *territory*
- Use the word in context: *Puerto Rico is a territory of the United States, and its residents are U.S. citizens.*
- Share the student-friendly definition: *(noun) an area of land used, owned, or governed by a certain group.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Slide 6: Introduce another key vocabulary word: *province*.

- Say the word: *province*
- Use the word in context: *Some countries, such as the United States and Mexico, are divided into states. Many other countries, such as Canada, are divided into provinces.*
- Share the student-friendly definition: *(noun) a self-governing division of a country*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

CULTURAL COMPETENCE

Preview that there was a time in history when powerful countries took over territory of weaker nations, leading to the territories we see today (Unit 3). Denmark colonized Greenland in 1775. In 2009, Greenland was allowed to become a self-governing nation within the Kingdom of Denmark.

SUPPORT ALL STUDENTS

Students can use the translated vocab cards created with the *Blank Word Wall Cards* during the Build the Word Wall routine to support comprehension.

- Add the word to the Word Wall.

Label Boundaries on Political Maps *(15 minutes)*

Slide 7: Distribute the *North American Political Boundaries* handout to each student. Ensure that students have access to blue, red, green, and purple pencils.

Review the directions on the slide that explain how to identify boundaries using different colors.Tell students that these boundaries are the lines you see on political maps that divide countries, states, and cities,

Allow 5 minutes for students to complete their maps. Circulate to clarify directions. Students will not need to create a legend because the colors are defined in the directions.

Blue: Trace the outline of the continent of North America.

- Explain that this map highlights in yellow the three largest countries in North America: Canada, the United States, and Mexico.
- Point out Greenland to the north, and Central America to the south. They are also part of North America. Greenland is a territory of Denmark; and the countries of Central America form a region of North America.
- Point out the white area just beyond Alaska. Explain that that area belongs to Russia and is not part of North America.

Red: Color in one state or province in Canada, one in the United States, and one in Mexico.

- Remind students that Canada is broken up into smaller provinces, which are like states but with a different system of government and that *province* was a vocabulary word we added to the Word Wall at the start of the lesson. Mexico and the United States have states.

Green: Draw a line around the countries of the Caribbean.

- Show the location of the islands in the Caribbean. Make sure students understand that they are part of North America.
- Only one island is not its own country; Puerto Rico.

Purple: Shade the U.S. territory of Puerto Rico.

- Remind students that a territory is land that belongs to a country and this was a vocabulary word we added to the Word Wall at the beginning of the lesson. Puerto Ricans are U.S. citizens. Puerto Rico is not a state, although many Puerto Ricans would like to gain that status.
- We will learn much more about territories in Unit 4, *U.S. Expansion*.

LEARN MORE

For clarification of the differences among *country*, *nation*, and *territory*, these National Geographic resources provide an opportunity to learn more about Nation and Territory.

CULTURAL COMPETENCE

Puerto Rico became a territory of the United States following the Spanish-American War in 1898. Puerto Ricans are U.S. citizens, but they can't vote in presidential elections and have no voting representation in Congress. The island has a local government with oversight by the federal government. Some Puerto Ricans want Puerto Rico to become a state, and others want to maintain the current status as a territory. To learn more about this issue, see Why Isn't Puerto Rico a State? from History.com.

Slide 8: Give a *Massachusetts County Map* to each student. Explain that states, counties, cities, and towns have their own governments too. The areas controlled by those governments also have political boundaries.

Identify where your school district is located on the map of Massachusetts. Point it out to students and ask them to label it on their map with a star. Remind students that they learned about the government of their town or city in third grade.

Encourage students to notice the boundaries of the area surrounding the star they placed on the map. Ask: *Who can name the area surrounding our town or city?*

Explain that that area is called a county. Ask students to lightly shade the area of their county.

Explain that a county has boundaries because each county has its own government. Many towns and cities are included in a county.

Connect to the Supporting Question *(5 minutes)*

Slide 9: Have students turn and talk about political boundaries. Ask them to discuss the following questions with their shoulder partner:

- *What is the smallest political boundary we discussed today?* (their town or city)
- *What is the largest political boundary we discussed today?* (a country; If students say a continent, remind them that a continent is an area of land, not an area controlled by a government.)

Slide 10: Connect to the Supporting Question. Ask:

> **What do political boundaries tell us about human geography?**

Guide the discussion as necessary to ensure that students understand the following:

- Political boundaries help us know where the area of one government ends and another begins.
- People can live within the boundaries of more than one government at once.
- Political boundaries show that people live in areas controlled by many kinds of government: town/city, county, state, country.

CULTURAL COMPETENCE

Boundaries on political maps are a westernized concept. Many Native peoples believe that one may live with the land, but does not own the land. These borders (lines on political maps) represent areas governed by different groups of people and do not reflect an indigenous perspective. To learn more, see Indigenous Cartographers Work to Decolonize Mapping of Traditional Lands (Oregon State University Newsroom).

North American Political Boundaries (Teacher Version)

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.

LESSON 9

State Maps

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Create a political state map with key map features.	Engage in a collaborative discussion using the words *state* and *government* to explain to others the purpose of a political map.

LESSON OVERVIEW

In this lesson, students brainstorm important features that should be included on a political map of a state. Each student creates a map for one of four states then shares their map in a group. (No northeastern states are included in this lesson because the Northeast is studied extensively in third grade.)

LESSON STANDARDS

PS 4, 4.T1.2, 4.T4b.5, 4.T4c.4, 4.T4d.5, 4.T4e.5, W.4.8
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 9 Slide Deck
- ☐ Resource Set: Arizona Student Slide Deck
- ☐ Resource Set: Georgia Student Slide Deck
- ☐ Resource Set: Missouri Student Slide Deck
- ☐ Resource Set: Washington Student Slide Deck
- ☐ Arizona State Map
- ☐ Georgia State Map
- ☐ Missouri State Map
- ☐ Washington State Map

VOCABULARY

state

LESSON AT A GLANCE

Component	Time
Build Background Knowledge	10
Create and Share a State Map	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Discussion Sentence Starters*: Supports students by providing sentence starters and additional key words and definitions to use in their discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Share the Discussion Sentence Starters with students before the lesson. Provide opportunities for students to practice using definitions and sentence stems before they define a state and explain their map to their group. Before students discuss the purpose of a political map, ask them to use the sentence stem in their home language; then encourage them to complete the sentence in English and include the word *government*.
- Look Fors: Students should use sentence fragments and simple sentences in their discourse.

English Proficiency Levels 3-4:

- Provide the Discussion Sentence Starters to support students with structuring their explanations to peers. Encourage them to use the word *government* in their explanations.
- Look Fors: Students should use simple or complex sentences in their explanations.

English Proficiency Levels 5-6:

- Preview that a good explanation for the purpose of a political map will include the word *government*.
- Look Fors: Students should use complex and compound sentences to describe their map and the purpose of political maps.

ADVANCE PREPARATION

If students do not have individual access to digital devices, print the slides from the Student Slide Decks. You may wish to laminate them for repeated use. Be aware that some map details may be lost in printing.

The vocabulary words *state* and *government* are high-leverage words for the unit. Determine if students would benefit from completing the *Unit 1 Word Map* for these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

Build Background Knowledge *(10 minutes)*

Slide 2: Explore the concept of a state. Ask: *What is a state?*

Encourage students to share what they already know about what makes a state, including what they learned from their study of Massachusetts in third grade.

Build off of student responses to highlight key ideas:

- Each of the fifty states in the United States has its own government and constitution.
- State governments control everything in a state except for those matters reserved for the federal government.

Slide 3: Introduce a key vocabulary word: *state*.

- Say the word: *state*
- Use the word in context: *Citizens of a U.S. state follow laws of the U.S. government and of their state government.*
- Share the student-friendly definition: *(noun) a self-governing division of a country*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

LEARN MORE

The conversation about states might raise questions about the differences between countries and states. Students who wish to learn more about the balance of power between state government and the federal government can watch What are States' Rights and What Is Federalism? (5:07) from WHYY.

SUPPORT ALL STUDENTS

Some students may benefit from a review of the definition of *government* (a group of people that create and enforce laws, collect taxes, and provide services to a community).

Create and Share a State Map *(20 minutes)*

Slide 4: Explain that today students will use resources to make state maps. They will work in groups of four, with each group member focusing on a state in a different part of the United States.

Emphasize that because they are creating political maps, they will not include physical features of the land.

Ask: *What should we include on a state map?* Facilitate a Turn and Talk to brainstorm ideas. (Possible responses: political boundaries, roads, state universities, other features created by a state government)

Slide 5: Explain that they will create maps for Arizona, Georgia, Missouri and Washington. Point out the locations of these states on the U.S. map, noting again that the states are in four different areas of the country.

Organize the class into groups of 4 students. Assign states to students so that each group is making maps for the four states. Provide each student with the materials for their state:

- Arizona: *Arizona State Map* and Resource Set: Arizona Student Slide Deck
- Georgia: *Georgia State Map* and Resource Set: Georgia Student Slide Deck
- Missouri: *Missouri State Map* and Resource Set: Missouri Student Slide Deck
- Washington: *Washington State Map* and Resource Set: Washington Student Slide Deck

Slide 6: Point out to students that each blank map has a compass rose. Provide any necessary support to students as they add the cardinal and intermediate directions to their compass roses.

Draw student attention to the directions at the top of the second page. Using Massachusetts as a model, explain how to interpret the information in their resource set to complete the activity. Say:

- *Each of you will have a political map like this one. The key on the left tells you the capital is marked with a large dot and other large cities are marked with medium dots. Draw a star on your blank map to show where the capital is. Draw colored dots to show two other large cities.*
- *Interstate highways are shown using a shield symbol with a number in it. Draw an interstate highway on your map and label it with its number.*

Slide 7: Tell students that their resource sets will also have a map like this one, showing the locations of state universities. Remind students that universities (and colleges) are services provided by states. Students should add state universities to their map by drawing a square at each campus location.

Slide 8: Explain that they will then complete the table to create a key for their map. Ensure that students understand the task, and have them begin working on their maps..

Slide 9: When students have finished, ask them to share their work within their groups. They can begin by each student in a group passing their map to the student on their right.

Encourage students to review the new map according to the prompts on the slide:

- What is the capital of the state?
- Do the highways connect the cities?
- Are the universities near cities?
- Are the universities near highways?

After a few minutes, have each student pass the map they're holding to the right again and then review the next map they receive. Continue sharing maps around the group as long as time allows.

Slide 10: Pose the question: *What is the purpose of a political map of a state?* Circulate while groups discuss this question. Ask students to record their own answers on the last page of their handouts.

Collect the completed maps and handouts to check student progress.

LESSON 10

Indigenous Nations

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain the meaning of the term nation using evidence from maps of the Navajo Nation.	Use oral and written language to support a claim with evidence, including key words from a variety of maps.

LESSON OVERVIEW

This lesson continues the cluster investigation of political features found on maps. This time, the focus is on the word *nation*. After learning the definition, students explore how the word is used to describe the sovereignty of an Indigenous nation. Students work in pairs to investigate a variety of maps of the Navajo Nation. The lesson concludes with a discussion of the evidence showing that the Navajo Nation governs itself, thereby meeting the definition of *nation*.

LESSON STANDARDS

PS 6, 4.T1.2, RI.4.7, W.4.8
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 10 Slide Deck
- ☐ Navajo Nation Resources Student Slide Deck
- ☐ Navajo Nation
- ☐ Navajo Nation (Teacher Version)

VOCABULARY

nation

LESSON AT A GLANCE

Component	Time
Build Background Knowledge	10
Collect Evidence of a Nation	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Navajo Nation (Sentence Starters)*: Supports written responses with sentence starters for specific maps.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Students may interact with fewer maps to gather enough evidence to answer the question on the handout.Help students identify key words on the maps to determine their purpose: *territory*, *laws*, *school*, *court*, *roads*, *police*, *fire*, *college*. Use the sentence stems to support student responses.
- Look Fors: Students may write just the key words when identifying the purpose of each map. They may write single words or sentence fragments to explain what makes the Navajo community a nation.

English Proficiency Levels 3-4:

- Ask students to interact with all of the maps, but direct them to find key words to determine their purpose. Use sentence starters to support responses.
- Look Fors: Students may write sentence fragments when identifying the purpose of each map and to explain what makes the Navajo community a nation.

English Proficiency Levels 5-6:

- Decide whether the sentence starters would provide the appropriate level of challenge for students. Encourage them to look for important map features to help determine the purpose of each map.
- Look Fors: Expect simple and complex sentences describing the purpose of each map and how they help provide evidence that the Navajo community is a nation.

ADVANCE PREPARATION

If students do not have individual access to digital devices, print the slides from the Student Slide Decks. You may wish to laminate them for repeated use. Be aware that some map details may be lost in printing.

- For independent work, you can print one set per student.
- Alternatively, you may wish to have students work together in small groups using one map set per group.

Build Background Knowledge *(10 minutes)*

Slide 2: Facilitate a Turn and Talk for students to discuss the question: *What is a nation?* Ask for volunteers to share their thinking.

Remind students that they previously learned the word *country*. Ask how they think *nation* and *country* differ. The terms are similar but have some important differences.

- *Nation* involves the shared cultural identity of a group of people.
- *Country* also includes a geographic area.

Slide 3: Introduce a key vocabulary word: *nation*.

- Say the word: *nation*
- Use the word in context: *A nation is a group united by culture and government. A country also includes defined borders.*
- Share the student-friendly definition: *a territory where people with a shared culture are led by the same government*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Slide 4: Clarify that nations can be inside other nations. Explain that there are independent communities of Indigenous people within the nations of the United States, Canada, and/or Mexico. These Indigenous communities are nations because they govern themselves.

LEARN MORE

Nationhood is a complex concept, with socio-political nuances. Learn more from this National Geographic encyclopedic entry: Nation.

CULTURAL COMPETENCE

For an Indigenous perspective on appropriate language to use when discussing Indigenous Nations, see this one-pager from the Native Governance Center: How to Talk About Native Nations: A Guide.

CULTURAL COMPETENCE

Students may wonder why the land of the Hopi Nation is within the boundaries of the Navajo Nation. The complicated story is important background information for answering students accurately and appropriately. For more information, see An Historical Overview of the Navajo Relocation from the Native Governance Center..

Collect Evidence of a Nation *(20 minutes)*

Slide 5: Ask: *How does a nation govern itself?*

Tell students to discuss the question with a shoulder partner. Encourage them to think of examples of government. Ask volunteers to share their ideas.

Slide 6: Discuss students' ideas about the ways a nation governs itself. If necessary, add to their responses with any of the following that they don't suggest:

- 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

Slide 7: Explain the process for collecting evidence to show that the Navajo community is a nation.

Distribute a copy of *Navajo Nation* to each student and provide map resources for each pair (see Advance Preparation). Explain the steps on the slide.

- Examine each map for evidence that the Navajo Nation governs itself.
- Record your evidence in the chart on your handout.

Slide 8: Provide an opportunity for sharing evidence. Repeat the question: *What makes a nation?*

Ask volunteers to each share a piece of evidence that shows that the Navajo Nation governs itself. Explain that their evidence supports the claim that the Navajo community is a nation.

Point to the Word Wall to remind students that the definition of *nation* is "a territory where people with a shared culture are led by the same government."

Collect the completed charts. Use *Navajo Nation (Teacher Version)* as a guide to check student progress.

LEARN MORE

Most of the maps in this lesson come from the Diné Nihi Kéyah Project, an Indigenous effort to map Navajo Nation land, law, and custom. Many Navajo people refer to themselves as the "Diné." The term "Navajo" comes into English through Spanish and was used historically by outsiders to refer to the group. Most of the Diné are citizens of the Navajo Nation, which remains widely used, especially in official contexts.

SUPPORT ALL STUDENTS

For students who would benefit from scaffolding to support their thinking, use *Navajo Nation (Sentence Starters)*.

Navajo Nation (Teacher Version)

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?*

Possible response: The Navajo community is a nation because there is evidence that it governs itself. For example, the Navajo Nation has its own area of land, roads and cities, system of government, police and fire, systems of justice, and education.

Map Number	Purpose and Evidence
1	Purpose: The purpose of this map is to show the territory of the Navajo Nation. Evidence that shows the Navajo Nation governs itself: This map shows that the Navajo Nation is located within the states of Utah, Colorado, New Mexico, and Arizona. This is evidence that the Navajo Nation is a defined area.
2	Purpose: The purpose of this map is to show districts of Navajo Nation Councils. Evidence that shows the Navajo Nation governs itself: The map shows that 24 districts are represented by a government called the Navajo Nation Council. The representatives help write the laws for the nation.
3	Purpose: This map shows the schools in Navajo Nation. Evidence that shows the Navajo Nation governs itself: The tribally controlled schools show that the Navajo Nation educates its children.
4	Purpose: This map shows the judicial district boundaries in Navajo Nation. Evidence that shows the Navajo Nation governs itself: The Navajo Nation has a system for deciding if a crime is committed and what to do about it.
5	Purpose: This political map shows features we saw in the state maps: highways and roads, rail lines, a capital city, and other cities as well. Evidence that shows the Navajo Nation governs itself: This shows evidence of a government providing for the needs of its citizens.
6	Purpose: This map shows the police districts within Navajo Nation. Evidence that shows the Navajo Nation governs itself: This shows that the Navajo Nation enforces its laws with its own police force.
7	Purpose: This map shows the fire stations managed by Navajo NationDepartment of Fire & Rescue Services. They are in five areas called agencies. Evidence that shows the Navajo Nation governs itself: This shows that the Navajo Nation protects its citizens from fire.
8	Purpose: This map shows campus locations for Diné College. Evidence that shows the Navajo Nation governs itself: This shows that the Navajo Nation educates its citizens after high school.

LESSON 11

Putting It Together

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Prioritize questions and discuss evidence showing what maps can tell us about human geography.	Engage in collaborative discussions to develop an evidence-based response to the cluster inquiry question about what maps can tell us about human geography.

LESSON OVERVIEW

In this Putting it Together lesson, students collaborate to synthesize their learning from Cluster 2. They begin by prioritizing questions they asked during the cluster launch to identify those that best contribute to the inquiry process. They look for questions that get to the heart of what maps can tell us about human geography and that stimulate thinking about big ideas. Then students complete the Inquiry Chart with what they learned from each lesson. Finally, they use the Discussion Diamond routine to answer the Supporting Question: *What can maps tell us about human geography?* Answers are shared with the class and recorded on a slide to be displayed during the upcoming Formative Assessment.

LESSON STANDARDS

PS 2, PS 6, 4.T1.2, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 11 Slide Deck
- ☐ Discussion Diamond
- ☐ Cluster 2 Inquiry Chart
- ☐ Cluster 2 Inquiry Chart (Teacher Version)

LESSON AT A GLANCE

Component	Time
Review the Inquiry Chart	10
Putting It Together	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Talk Moves Language and Literacy Builder*: Supports formation of listening and speaking moves during the Discussion Diamond.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- For the Discussion Diamond activity, consider grouping students of similar English language proficiency to avoid a situation where an English learner has to work with an English speaker with more complex or rapid speech. Select one stem from the LLB to support students with expressing an idea and one stem to support them with listening.
- Look Fors: Students may use sentence fragments or simple sentences to express their ideas and interact with others.

English Proficiency Levels 3-4:

- Before the Discussion Diamond activity, help students choose two stems on the LLB to support them with expressing an idea and two to support them with building on the ideas of others. Request that other students in the small group also use the sentence stems for consistency.
- Look Fors: Students may use simple sentences to express their ideas and interact with others.

English Proficiency Levels 5-6:

- Provide the LLB before the Discussion Diamond activity and ask students to choose sentence stems that they think will help them express their ideas and build onto the ideas of others.
- Look Fors: Students may use complex and compound sentences to express their ideas and interact with the ideas of others.

ADVANCE PREPARATION

Open a copy of Slide 5 in a separate tab to record student thinking at the end of the lesson.

Review the questions on the Inquiry Chart. Identify three open questions that you think will lead to important ideas as they relate to the Supporting Question. You will guide students toward these questions at the end of this lesson.

Review the Inquiry Chart *(10 minutes)*

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Slide 2: Present the Inquiry Chart from the cluster launch, and remind students of the Supporting Question:

> **What can maps tell us about human geography?**

Review what was learned in the cluster by reading aloud each lesson summary in the "What did we do?" column.

After reading aloud each summary of what they did, stop and have students turn and talk to describe what they learned.

Ask volunteers to share what they learned in each lesson that helps answer the Supporting Question. Write their responses in the "What did we learn?" column.

Putting It Together *(20 minutes)*

Slide 3: Organize the class into groups of 4 students. Distribute a *Discussion Diamond* to each group and ensure each student has something to write with.

Ask them to position the handout with one corner facing each student. Have them begin by writing their name on the line in their corner.

Slide 4: Pose the Supporting Question: *What can maps tell us about human geography?* Ask each student to write a response in their corner of the diamond.

Remind students that features like roads and cities show evidence of people interacting with their environment.

Allow 2 minutes for thinking and writing. When students finish writing their responses, have them share within their groups. After each person shares, group members can add on, ask questions, or connect to what they wrote.

Finally, have group members collaborate to combine their ideas into one statement that best answers the question and write it in their center.

Possible responses:

- Political maps show the affects of people on the land.
- People form governments of different sizes, such as country, state, county, city or town.
- Boundaries on maps show where the rules and services of different governments begin and end.
- An area can be within a state and a country at the same time.
- State governments provide services like roads and schools that can be seen on maps.
- Indigenous nations can be shown on political maps, including ways that they govern themselves.

TEACHING TIP

To make collaboration easier during the Discussion Diamond activity, ask each group of students to copy the template onto a piece of chart paper. Give each student a different color marker to record their thinking. This larger format will make it easier for students to write and share their contributions to the discussion.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Ask a volunteer from each group to share what they wrote in their center diamond. Record student ideas on the slide. The completed slide will be displayed during the upcoming Formative Assessment.

Teacher Note: Individual contributions to the Discussion Diamonds can be used as an exit ticket as needed.

RETURN TO THE INQUIRY CHART

Slide 6: Review and evaluate the questions that were asked in the launch lesson. Include questions on human geography from the Know and Wonder Chart. Ask:

- *Which of these questions seem most important now?*
- *Which questions lead to key ideas that will help us answer the Supporting Question?*

Guide students to select three open questions to address in the upcoming Formative Assessment. These will likely be the ones you identified beforehand (see Advance Preparation).

TEACHING TIP

If lesson pacing is a concern, limit the review of the Inquiry Chart questions to the three you identified in advance. To maintain student agency, remind them that these are questions that they generated and identified as high-priority questions during the cluster launch.

STAMP THE KEY LEARNING

Preview that students will use ideas they generated in this lesson to support their thinking as they answer the Supporting Question in the next lesson.

LESSON 12

Formative Assessment

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Answer an inquiry question using key details of a map as evidence.	Use key details from a map to develop an evidence-based response to a chosen inquiry question about human geography in writing.

LESSON OVERVIEW

This Formative Assessment provides opportunities for students to apply all three practice standards to show their understanding of what maps can tell us about human geography. First, they choose one of three priority questions that were identified on the Inquiry Chart in the previous lesson. Then they select one of four political maps with a purpose that directly connects with the question they chose. They identify key details from that map that can be used as evidence to answer the inquiry question. Finally, they answer the Supporting Question using ideas from the Discussion Diamond (Lesson 11).

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.2, RI.4.7
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 12 Slide Deck
- ☐ Formative Assessment Student Slide Deck
- ☐ Formative Assessment
- ☐ Formative Assessment (Teacher Version)

LESSON AT A GLANCE

Component	Time
Introduce the Formative Assessment	10
Formative Assessment	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Formative Assessment (Questions)*: Supports students with scaffolded breakdown of questions for students' written responses.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Work with students to guide them through the steps of the Formative Assessment. Highlight the words *main idea* and *purpose* to help them choose a map that aligns with the question. Highlight the words *key details* to help them identify features of the map that provide evidence. Support students with finding their group's response to the Supporting Question on the Discussion Diamond.
- Look Fors: Student responses may include sentence fragments and simple sentences.

English Proficiency Levels 3-4:

- Provide students with the Step by Step Assessment to use independently. Highlight the words *main idea*, *purpose*, and *key details* to help focus the task.
- Look Fors: Student responses should include simple sentences.

English Proficiency Levels 5-6:

- Provide students with the Step by Step Assessment to work with independently. Circulate as students work to make sure their chosen map provides evidence for their question.
- Look Fors: Student responses should include simple and complex sentences.

ADVANCE PREPARATION

Refer to the Discussion Diamond responses from Lesson 11 as needed.

If students do not have individual access to digital devices, print the Student Slide Deck. You may wish to laminate print-outs for repeated use. Be aware that some details may be lost in printing.

Introduce the Formative Assessment *(10 minutes)*

Slide 2: Review the definition of *human geography.* Ask students to offer examples that can be seen on maps. (Possible responses: borders, provinces, and countries; roads; cities; schools; fire stations)

Slide 3: Review additional Discussion Diamond responses about what maps can tell us about human geography. Ask a student from each Discussion Diamond group to read their statement as it appears on the slide.

Slide 4: Distribute the *Formative Assessment* to each student. Review the three Inquiry Chart questions that were identified at the end of Lesson 11. Ask each student to pick one question to answer using a map as evidence. Show them where to write their question.

Slide 5: Share the link to the Formative Assessment Student Slide Deck. Review the four maps. Tell students to choose the map that best aligns with their question. Show them where to write the name of their map.

Slide 6: Explain that students will use key details from the map as evidence to answer their question.

Slide 7: Model the task. Say:

- *Imagine the question, "Can a nation's borders be inside of another country's borders?" is one of the choices on the Inquiry Chart.*
- *I will choose the map "Fire Districts in Navajo Nation." It shows the borders of Navajo Nation within the borders of the United States.*
- *An answer could be, "We know a nation's borders can be inside another country's borders because we can see the border lines on a political map."*

Slide 8: Point out the last question on the handout. Display Slide 3 to support students while they work to answer the question. This will allow them to reference ideas they had from the Discussion Diamond in the previous lesson.

Formative Assessment *(20 minutes)*

Circulate to make sure the chosen map matches the main idea of the chosen question. Guide students as needed by referring to the *Formative Assessment (Teacher Version)*.

Formative Assessment (Teacher Version)

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:

Three priority questions on the Inquiry Chart were identified in Lesson 11. Guide students to choose a question at an appropriate challenge level for them.

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

Criteria for choosing a map:

Political Map of North America: Questions related to boundaries, roads, cities, neighboring continents/countries
Political Boundaries: Questions related to boundaries, states, provinces, territories, the Caribbean
Political Map of Massachusetts: Questions related to roads, cities, legends or map keys, map scale, compass rose
Fire Districts in Navajo Nation: Questions related to nations, services provided by governments, map scale, compass rose

Step 3: Use key details from the map as evidence to help answer your chosen question.

Answers will vary depending on the inquiry question.

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

Look for a synthesis of ideas from the Discussion Diamond in student responses. (Students at English Proficiency Levels 1–2 may copy their group's response directly from the Discussion Diamond).

Mexico and Canada

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

CONTENTS

Overview

Cluster 3 begins with an opportunity to ask questions about the geography of Mexico and Canada through interaction with a population map. Students learn general information about Mexico and Canada by reading an article about each. Students then choose one of the countries for a small research project. They investigate multiple sources and create a slide presentation to share their learning with others. In the process, they learn about key topics that are important when studying geography: population density, land features, plants and animals, economy, and culture. Finally, students present their work to a partner who studied a different country.

Learning Objectives

By the end of this cluster, students should be able to...

- Ask important questions about the geography of Mexico and Canada.
- Apply the Investigating Sources routine to comprehend articles about Mexico and Canada.
- Gather and categorize notes in an organizer.
- Research and create a presentation about the physical features, plants and animals, economy, and culture of either Mexico or Canada.
- Present a report about Mexico or Canada to a peer.
- Identify important questions about North American Geography, explain why they are important, and provide answers supported by evidence from the unit.
- Construct social studies arguments that select relevant information to support claims with evidence from multiple sources (WIDA ELD-SS.4-5.Argue.Expressive)

Vocabulary

TIER 2
culture economy

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 2: Generate open and closed questions relevant to multiple aspects of a topic.	13, 16-20
PS 4: Identify the purpose of a source using information about the source type, maker, intended audience, date, place of origin, and/or an analysis of key details.	14-20
PS 6: In response to an inquiry question, develop a plausible claim based on evidence found in a source.	14-20

Content Standards

STANDARD	LESSON(S)
4.T1.1: On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).	20
4.T1.2: On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.	20

4.T1.3: Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.	13-20

Literacy Standards

STANDARD	LESSON(S)
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	13, 19-20
W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	16-19
W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	14-15, 18

Unit 1, Cluster 3 Inquiry Chart (Teacher Version)

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.	Mexico has a diverse environment, a strong economy, rich cultural traditions, and an important history that has shaped the country.
Lesson 15: We took notes on an article about the geography of Canada.	Canada has different environments, cultural traditions, economic activities, and historical events that make it a unique country.
Lesson 16: We took notes on the physical geography of either Mexico or Canada.	Mexico and Canada each have unique physical features, plants, and animals that make their environments special.
Lesson 17: We took notes on the human geography of either Mexico or Canada.	Mexico and Canada each have unique economies and cultures that help shape how people live and work in their countries.

LESSON 13

Geography of Mexico and Canada

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Observe a population map of North America and ask questions about what it can tell us about Mexico and Canada.	Engage in collaborative questioning with peers, using *who*, *what*, *where*, *when*, and *why* to ask questions about the populations of Mexico and Canada.

LESSON OVERVIEW

This lesson launches the Cluster 3 Supporting Question: *How can we use geography to tell others about Mexico and Canada?* by engaging with a population map of North America. This map will give students introductory information about the land mass and number of people living in Mexico and Canada. routine follows the steps of the Question Formulation Technique to generate, classify, and prioritize questions. The priority questions about Mexico and Canada are then added to the Inquiry Chart to guide the cluster inquiry.

LESSON STANDARDS

PS 2, 4.T1.3, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 13 Slide Deck
- ☐ Cluster 3 Inquiry Chart

LESSON AT A GLANCE

Component	Time
Introduction to Mexico and Canada	5
Launching the Question	20
Introduce the Inquiry Chart for Cluster 3	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Observe Language and Literacy Builder (3-5)*: Supports students with making close observations of a detailed map.
- *Question Language and Literacy Builder (3-5)*: Supports the generation of questions during the Question Formulation Technique.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide observation and question stems from the LLBs. If possible, be the scribe for a small group as they generate questions. Allow students to use sentence fragments. During discussions of prioritizing questions, provide the stem: *This question is important because...*
- Look Fors: Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., familiar adjectives).

English Proficiency Levels 3-4:

- Encourage students to choose relevant observation and question stems from the LLBs as they notice details and generate questions. Guide the prioritization discussion to encourage students to explain why a question is important.
- Look Fors: Oral responses should include simple sentences using question stems with some elaboration of ideas (e.g., new or multiple adjectives, clauses).

English Proficiency Levels 5-6:

- Students may choose to use the LLBs for observations and generating questions. They should explain why a question would be a priority.
- Look Fors: Oral responses should use detailed and compound sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

ADVANCE PREPARATION

Use the template *Cluster 3 Inquiry Chart* to create an Inquiry Chart for Cluster 3 on chart paper. Plan to complete the "What did we do?" column prior to the "Putting it Together" activity in Lesson 18, using guidance from the *Cluster 3 Inquiry Chart (Teacher Version)*.

Students will need individual or partnered access to electronic devices.

Reacquaint yourself with the Question Formulation Technique (QFT), created by the Right Question Institute (RQI). Visit What is the QFT? for more information and free resources.

Introduction to Mexico and Canada *(5 minutes)*

Slide 2: Direct student attention to the Word Wall to review the vocabulary word *geography*.

Explain that in the last two clusters we learned about physical geography and human geography.

Remind students of the unit Essential Question:

> **How can we use geography to describe the land and people of North America?**

Slide 3: Introduce Mexico and Canada, the topics of this cluster. Ask: *Have any of you ever been to Mexico or Canada? Do you have family that comes from Mexico or Canada?*

Some students may have visited the places on the slide. Ask students who have these connections to share what they know about the country.

Explain that in this cluster students will learn about the geography of Mexico and Canada and then prepare a presentation about the land and people of one of the countries.

Students will skip the United States in this investigation. The last two units in fourth grade focus on the United States.

Launching the Question *(20 minutes)*

SPARK CURIOSITY

Slide 4: Introduce the map. Say: *Today we will generate more questions to guide our inquiry about the geography of North America. We will focus on questions about the land and people of Mexico and Canada.*

Share the link to the population map. Open it yourself on a separate tab and show students how to zoom in and out.

Explain *population density*, using the map key. Point out that the darker the color, the more people live in the area. Gray areas have people, but not as many as the dark orange areas.

SUPPORT ALL STUDENTS

Some students may benefit from using the *Observe Language and Literacy Builder (3-5)* to support them with making detailed observations of the population density map.

This map only highlights Canada, the United States, and Mexico. Remind students that Greenland and Central America are also part of North America.

Point out Puerto Rico, the small red island in the lower right area of the map. Remind students that it is included on this map because it is part of the United States. The red color shows that it has a high population density.

Ask elbow partners to share their observations in a Turn and Talk. Ask: *What do you notice about this map?*

Clarify that this cluster is about Mexico and Canada. Red boundary lines have been drawn on the map to clearly show the locations of Mexico and Canada. Student observations can include the United States as a point of comparison. Students may observe the following:

- Fewer Mexicans live near the border with the United States than live farther south in Mexico.
- There is a big population in the middle of Mexico.
- Most Canadians live near the eastern side of the border with the United States.
- Very few people live in the far north of Canada.
- Population density in central Mexico is similar to population density in eastern United States.
- Population density in western Canada is similar to population density in western United States.

After partners share, ask volunteers to share their noticings with the class. When students have the same observations, they can respond with the ASL sign for "me too."

LEARN MORE

See *Launching the Question* in the Curriculum Guidebook for further information on this Investigating History routine.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 5: Introduce the Supporting Question:

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

Students will investigate this question in this cluster of lessons. Share that the first step will be to ask questions to guide our inquiry.

Slide 6: Review the Launching the Question routine. Explain students will follow three steps: Generate questions, Classify questions, Prioritize questions.

Distribute a piece of chart paper, a marker, and two sticky notes to each group of students.

Ask each group to choose a scribe (a group member who can write quickly and clearly).

Slide 7: Tell students they will ask questions. The focus for their questions is the Supporting Question turned into a statement: *We can use geography to tell others about Mexico and Canada*.

Tell students they can look at the population map on their device for ideas while asking their questions.

Slide 8: Review the rules for generating questions:

- Ask as many questions as you can about the statement.
- Number each question.
- Don't discuss, answer, or judge any question.
- Write down every question exactly as stated.
- Change any statements to questions.

Allow students to ask questions for 4 minutes. Some questions that students may ask include:

- Why is there a high population in a small area in western Canada?
- Why don't many people live in the far north of Canada?
- Why don't many people live near the border of Mexico and the United States?
- Why do so many people live in the center of Mexico?

Slide 9: Review the difference between open and closed questions.

- Open questions need an explanation. They can't be answered with a *yes*, a *no*, or a one-word answer.
- Closed questions can be answered with a simple fact, a *yes*, a *no*, or a one-word answer.

SUPPORT ALL STUDENTS

Some students may benefit from using the *Question Language and Literacy Builder (3-5)* to support the generation of questions during the routine.

Slide 10: Remind students that they will classify the questions as closed (by marking with a C) or open (by marking with an O).

Allow students to classify questions for 3 minutes.

Slide 11: Review the rules for prioritizing questions:

- Identify your group's top two open questions., one about Canada and one about Mexico.
- Copy each top question onto its own sticky note.
- As a group, discuss and decide why you chose each question.
- Pick a spokesperson to explain your questions to the class.

Allow students to prioritize questions for 4 minutes.

Introduce the Inquiry Chart for Cluster 3 *(5 minutes)*

DEVELOP THE INQUIRY CHART

Slide 12: Ask the spokesperson from each group to come to the Inquiry Chart and read their questions out loud as they post them on the top row, under the Supporting Question.

If any questions from the **Unit 1 Know and Wonder Chart** are about Mexico or Canada, move them into the Inquiry Chart as well.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use a variety of resources to explore Mexico and Canada. The Supporting Question and priority questions will guide their learning.

LEARN MORE

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their website for more information about their work.

LESSON 14

Mexico

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key details from a source that provides evidence about the physical and human geography of Mexico.	In oral and written responses developed with peers, summarize information and recount key details about the physical and human geography of Mexico.

LESSON OVERVIEW

This lesson provides a deeper dive into the geography of Mexico. Students use the Investigating Sources routine of Observe, Read, Connect to guide the process. They watch an introductory video for context, and then take notes on an article, using a notes organizer. At the end of the lesson, students reconnect to share what they learned.

LESSON STANDARDS

PS 4, PS 6, 4.T1.3, W.4.8
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 14 Slide Deck
- ☐ Mexico Notes Organizer
- ☐ Mexico
- ☐ Mexico Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Engage Interest in Mexico	5
Investigating Sources	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Mexico (Chunked Text)*: Supports comprehension with a chunked version of the informational text.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Highlight three key sentences in each section of the chunked text. Read them aloud and have students choose one from which to record information. Support students with identifying which key words in the sentence to record.
- Look Fors: Students should record key words with enough connecting words to use in writing a simple sentence later.

English Proficiency Levels 3-4:

- Highlight three key sentences in each section of the chunked text. Have students choose one of them from which to record information. Ask them to focus on identifying key words in the sentence.
- Look Fors: Students should record key words with enough connecting words to use in writing a simple sentence later.

English Proficiency Levels 5-6:

- Offer the chunked text to make finding key details in text a less language-heavy task.
- Look Fors: Students should record facts and details that can be used to create simple and complex sentences later.

TEACHING TIP

This lesson on Mexico is partnered with the next lesson on Canada. These two lessons present opportunities for students to learn some background information on both countries before choosing one for deeper research. Here are some options for pacing both lessons:

- The video at the beginning of each lesson can be skipped for time. The purpose of the videos is to engage students in the content, but students do not take notes.
- About five minutes before the end of each lesson, facilitate a whole group discussion about interesting facts in each category of the handout. Students who have not had time to complete the task can record the contributions of other students.

Engage Interest in Mexico *(5 minutes)*

Slide 2: Review the Cluster 3 Supporting Question:

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

Remind students that the objective of this cluster is to learn about the geography of Mexico and Canada so they can tell others about one of these countries.

Explain that students will first focus on Mexico. They will follow a similar routine in the next lesson to focus on Canada.

Slide 3: Engage students in the geography of Mexico by showing the video (4:20). If you have any native Spanish speakers in your class, invite them to help English speakers pronounce some of the vocabulary introduced in the video.

- Estados Unidos Mexicanos (translation: United Mexican States)
- Ciudad de México (translation: Mexico City)
- Mole poblano (a traditional dish)
- hecho (translation: fact)
- Día de los Muertos (translation: Day of the Dead)
- Alebrijes (colorful, fantastical animal carvings)
- Mariachi (a traditional Mexican musical group)

Slide 4: Ask: *What makes Mexico an interesting country to study?* Provide 1 minute for students to turn and talk with a neighbor to discuss their thoughts.

Investigating Sources *(25 minutes)*

INTRODUCE PURPOSE AND PROCESS

Slide 5: Tell students they will use the Investigating Sources routine to learn more about the geography of Mexico.

- Observe the organization, headings, and images in an article about Mexico.
- Read to find key information in the article to record.
- As a class, connect what everybody has learned.

OBSERVE THE DOCUMENT'S FEATURES

Slide 6: Distribute the *Mexico* and *Mexico Notes Organizer* handouts. Model how to preview a document by observing headings and images. Read aloud each of the headings:

READ THE DOCUMENT

Slide 7: Explain the "Read" step of the routine. Students should begin by recording the "Fast Facts" in the chart on the first page of the handout. Then, they should choose one important idea from each section and write it under the matching heading on the second page of the handout. Their notes should not be complete sentences.

Students may work in pairs to find important information, but each student will complete their own organizer.

CONNECT TO OUR QUESTION

Slide 8: Pull the class together to connect what they learned about the geography of Mexico.

Read the topics from top to bottom and ask volunteers to share a key detail from the article. Use the *Mexico Notes Organizer (Teacher Version)* to guide the process. Build on the examples that students offer to reinforce what makes a key detail. Students who still have missing information can complete their notes at this time.

Collect the completed notes organizers. They will be used again in Lesson 18.

BUILD LITERACY

Consider first reading the text to students while thinking aloud about vocabulary and using the text features to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

SUPPORT ALL STUDENTS

Students who would benefit from additional scaffolding can use the *Mexico (Chunked Text)*, which provides the same text in more comprehensible chunks. Smaller amounts of text support readers by focusing them on each idea so they can more effectively identify key details.

BUILD LITERACY

Take cues from your district's literacy program for instruction on note-taking. The essential skill is to identify important information without copying text word for word. One way for students to do this is to write key ideas and details and then use those to write their own sentences later.

Mexico Notes Organizer (Teacher Version)

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

Fast Facts	Notes
Official Name	United Mexican States
Form of Government	republic of federated states
Capital	Mexico City
Population Size	132 million people
Official Language(s)	Spanish

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

Geography:

- There are mountains, valleys, and canyons.
- There are deserts, coastal plains, and rainforests.
- The coastlines are along the Pacific Ocean to the west and the Gulf of Mexico to the east.
- There are a large range of altitudes.

People and Culture:

- Many people have mixed Indigenous and Spanish heritage.
- Spanish colonizers arrived in the 1500s and controlled the area for about 300 years.
- Soccer and baseball are popular sports.
- Art, music, and dancing are important.

Nature:

- Many geographic regions and climates means a wide variety of animals and plants.
- Deserts have cacti, yucca, coyotes, armadillos, rabbits, and snakes.
- The ocean has gray whales.
- Rainforests have tropical plants, jaguars, monkeys, and birds.

Government and Economy:

- The government in Mexico is a federal republic; the leader is the president.
- The economy includes farming, manufacturing, mining, and tourism.
- Agriculture includes fruits, vegetables, cattle, and hogs.
- Mining produces oil, natural gas, and minerals (silver).

History:

- Indigenous peoples of Mexico have lived there for thousands of years.
- In the 1500s, Spanish explorers and colonizers arrived in Mexico.
- In the 1800s, the people of Mexico began to successfully fight for their freedom.
- In 1823, Mexico won the Mexican War of Independence and became free from Spanish rule.

LESSON 15

Canada

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key details from a source that provides evidence about the physical and human geography of Canada.	Summarize information and recount key details about the physical and human geography of Canada orally and in written responses developed with peers.

LESSON OVERVIEW

This lesson provides a deeper dive into the geography of Canada. Students use the same Observe, Read, Connect routine as they did for the Mexico article. They watch an introductory video for context, and then take notes on an article, using a notes organizer. At the end of the lesson, students reconnect to share what they learned.

LESSON STANDARDS

PS 4, PS 6, 4.T1.3, W.4.8
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 15 Slide Deck
- ☐ Canada Notes Organizer
- ☐ Canada
- ☐ Canada Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Engage Interest in Canada	5
Investigating Sources	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Canada (Chunked Text)*: Supports comprehension with a chunked version of the informational text.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Highlight three key sentences in each section of the chunked text. Read them out loud and ask the student to choose information from one to record on their handout. Support the student with identifying key words in the chosen sentence to record.
- Look Fors: Students should record key words with enough connecting words to use in writing a simple sentence later.

English Proficiency Levels 3-4:

- Highlight three key sentences in each section of the chunked text. Ask the student to choose information from one to record on their handout. Ask the student to focus on identifying key words in the chosen sentence to record.
- Look Fors: Students should record key words with enough connecting words to use in writing a simple sentence later.

English Proficiency Levels 5-6:

- Offer the chunked text to make finding key details in text a less language-heavy task.
- Look Fors: Students should record facts and details that can be used to create simple and complex sentences later.

Engage Interest in Canada *(5 minutes)*

Slide 2: Review the Cluster 3 Supporting Question:

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

Remind students that the objective of this cluster is to learn about the geography of Mexico and Canada so they can tell others about one of these countries.

Explain that today students will focus on the country of Canada. They will follow a similar routine to the previous lesson on Mexico.

Slide 3: Engage students in the geography of Canada by showing the video on the slide (stop at 3:49).

LEARN MORE

The video's host refers to Nanaimo twice (Nanaimo Bars and the Nanaimo Bathtub Competition); Nanaimo is a small city in British Columbia, near Vancouver Island. Also, alert students might notice that when the host mentions moose, he shows an image of an elk by mistake.

Slide 4: Ask: *What makes Canada an interesting country to study?* Provide 1 minute for students to turn and talk with a neighbor to discuss their thoughts.

Investigating Sources *(25 minutes)*

INTRODUCE PURPOSE AND PROCESS

Slide 5: Tell students they will use the Investigating Sources routine to learn more about the geography of Canada.

- Observe the organization, headings, and images in an article about Canada.
- Read to find key information in the article to record.
- As a class, connect what everybody has learned.

OBSERVE THE DOCUMENT'S FEATURES

BUILD LITERACY

Consider first reading the text to students. Then, have students do a second read of the text to complete their lesson task.

Slide 6: Distribute the *Canada* and *Canada Notes Organizer* handouts. Model how to preview a document by observing headings and images. Read aloud each of the headings:

SUPPORT ALL STUDENTS

Students who would benefit from additional scaffolding can use the*Mexico (Chunked Text)*, which provides the same text in more comprehensible chunks. Smaller amounts of text support readers by focusing them on each idea so they can more effectively identify key details.

READ THE DOCUMENT

Slide 7: Explain the "Read" step of the routine. Students should begin by recording the "Fast Facts" in the chart on the first page of the handout. Then, they should choose one important idea from each section and write it under the matching heading on the second page of the handout. Their notes should not be complete sentences.

Students may work in pairs to find important information, but each student will complete their own organizer.

CONNECT TO OUR QUESTION

Slide 8: S Pull the class together to connect what they learned about the geography of Canada.

Read the topics from top to bottom and ask volunteers to share a key detail from the article. Use the *Canada Notes Organizer (Teacher Version)* to guide this process.Build on the examples that students offer to reinforce what makes a key detail. Students who still have missing information can complete their notes at this time.

Collect the completed notes organizers. They will be used again in Lesson 18.

BUILD LITERACY

Take cues from your district's literacy program for instruction on note-taking. The essential skill is to identify important information without copying text word for word. One way for students to do this is to write key ideas and details and then use those to write their own sentences later.

Name: _____ **Date**: _____

Canada Notes Organizer (Teacher Version)

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

Fast Facts	Notes
Official Name	Canada
Form of Government	federal parliamentary state
Capital	Ottawa
Population Size	41 million people
Official Language(s)	English and French

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

Geography:

- It is the second-largest country in the world.
- It has many geographic features, including lakes, rivers, mountains, plains, and valleys.
- It extends into the Arctic, which is covered by snow and icy glaciers.

People and Culture:

- It has a large land mass but a relatively small population.
- First Nations people live on traditional lands and in cities.
- Many Canadians are descendants of British and French immigrants.
- Important elements of culture include First Nations art and sports like lacrosse and hockey.

Nature:

- In the forests, there are bears, moose, wolves, beavers, deer, mountain lions, bighorn sheep, raccoons, and rabbits.
- On the prairie, there are mule deer, pronghorn antelope, and bison.
- In the Arctic tundra, there are polar bears, foxes, and caribou.
- Some animal populations in Canada have been hurt by human hunting and fishing.

Government and Economy:

- The government in Canada is a federal parliamentary democracy, and the leader is the prime minister.
- The king or queen of Britain is the head of state.
- Natural resources include fish, furs, and agriculture.
- Key parts of the economy are farming, manufacturing, and services.

History:

- Indigenous peoples of Canada have lived in the region for thousands of years.
- Around 1000 CE, Viking explorers arrived but did not settle there.
- In the 1600s, Canada was colonized by the French and British.
- In the 1700s, Britain won the French and Indian War and took charge of Canada.
- In 1982, Canada became an independent country from Britain.

LESSON 16

Physical Geography of Mexico and Canada

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key information about the physical geography of Mexico or Canada.	Use specific details and information from the research guides to identify and write key facts about physical geography.

LESSON OVERVIEW

In this lesson, students begin conducting deeper research on either Mexico or Canada. Using a research guide of their assigned country, they identify information of interest about the country's physical geography and take notes in an organizer. In the next lesson, students will identify information of interest about their assigned country's human geography. Through this process, students gain experience with note taking in preparation for a presentation on their assigned country.

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.3, W.4.7
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 16 Slide Deck
- ☐ Mexico Research Guide (Key Details) Scaffolded Student Slide Deck
- ☐ Canada Research Guide (Key Details) Scaffolded Student Slide Deck
- ☐ Research Project Graphic Organizer
- ☐ Geography of Mexico Research Guide
- ☐ Geography of Canada Research Guide

LESSON AT A GLANCE

Component	Time
Choose a Country of Interest	10
Investigating Sources	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- Mexico Research Guide (Key Details) Scaffolded Student Slide Deck: Supports students with a condensed summary of the Mexico Research Guide's key ideas.
- Canada Research Guide (Key Details) Scaffolded Student Slide Deck: Supports students with a condensed summary of the Canada Research Guide's key ideas.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Ask students to scan the images in the scaffolded student slide deck, and choose two of interest for physical features, and two of interest for plants and animals. Highlight the text that relates to the images students chose. Ask students to read the highlighted text out loud, and help clarify words they don't know. Ask students to record a simple version of the text in their organizer.
- Look Fors: Students may record sentence fragments.

English Proficiency Levels 3-4:

- Ask students to scan the images in the scaffolded student slide deck, and choose two of interest for physical features, and two of interest for plants and animals. Highlight the text that relates to the images students chose. Ask students to record a simple version of the text in their organizer.
- Look Fors: Students should record bullet points or simple sentences.

English Proficiency Levels 5-6:

- Provide the scaffolded student slide deck. Students can use the picture cues to locate text of interest. Ask students to take notes on the selected text.
- Look Fors: Students should record facts and details that can be used to create simple and complex sentences later.

ADVANCE PREPARATION

Ensure students have access to their completed notes organizers on Mexico and Canada from the previous two lessons.

If students do not have individual access to digital devices, print the slides from the Student Slide Decks. You may wish to laminate them for repeated use. Be aware that some image details may be lost in printing.

Some students take a bit longer than one class period for their notetaking in this lesson. Consider extending the work into a WIN block if necessary.

Choose a Country of Interest *(10 minutes)*

INTRODUCE PURPOSE AND PROCESS

Slide 2: Review the Supporting Question:

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

Remind students that they will be creating a short research project on either Mexico or Canada. Their project will be in the form of a slide deck. They will use their slide deck to tell a friend why they should visit that country.

Slide 3: Ask students to choose the country they would like to research in more depth. Provide a minute for students to scan their notes on their organizers for Mexico and Canada (see Advance Preparation), then direct them to move to a side of the room to indicate their choice: Mexico on one side, Canada on the other.

Use this visual representation of the number of students choosing each country to organize them into balanced groups. Ask students who are ambivalent about their choice to help you make equal groups by moving to the other side of the room.

Encourage students to base their decisions on the topic and not on where their friends are standing. There will be both independent work and partner work during this project.

Slide 4: Distribute a *Research Project Graphic Organizer* to each student. Explain that while they are working independently, you will ask small groups to go to the Inquiry Chart and select a question about the country they chose.

This should be a question that they think will help them explain why someone should visit that country. More than one student can choose the same question.

Ask students to write their question in the space provided on the *Research Project Graphic Organizer*. Explain that they will answer this question at the end of the project.

Investigating Sources *(20 minutes)*

OBSERVE THE DOCUMENT'S FEATURES

Slide 5: Once students return to their seats, distribute the *Geography of Mexico Research Guide* or *Geography of Canada Research Guide* according to students' choices.

Ask students to scroll or flip the pages to look for the heading Physical Geography (Physical Features, Plants and Animals) and Human Geography (Economy, Culture)

Slide 6: Help students locate the section in their Research Guide on physical geography. Preview that they will be looking for two interesting facts about physical features, and two interesting facts about plants and animals.

READ THE DOCUMENT

Slides 7–8: Show the first two sections of the organizer. Explain that there is space to record two facts about physical features and two about plants and animals.

Provide directions. Say:

- *Read the section labeled "Part 1: Physical Geography" in your Research Guide. Stop when you see a heading that says "Part 2: Human Geography."*
- *Read Part 1 again. This time, write down two facts about physical features and two facts about plants and animals that you find interesting and would like to share with others when presenting.*
- *Use your own words to write the facts in your organizer.*

Provide time for students to work on their note-taking.

CONNECT TO OUR QUESTION

Slide 9: Ask students to turn and talk with a neighbor about one interesting fact they learned about the physical geography of the country they researched today.

SUPPORT ALL STUDENTS

The Research Guides are also provided as scaffolded slide decks (Mexico Research Guide (Key Details) Scaffolded Student Slide Deck and Canada Research Guide (Key Details) Scaffolded Student Slide Deck) to support students who would benefit from more images and less text.

LEARN MORE

The United States-Mexico-Canada Agreement (USMCA), mentioned in both Research Guides and both scaffolded slide decks, is up for a joint review in July 2026 and its status could change at that time.

LESSON 17

Human Geography of Mexico and Canada

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key information about the human geography of Mexico or Canada.	Use specific details and information from the research guides to identify and write key facts about human geography.

LESSON OVERVIEW

Students continue to work on their research, this time focusing on the human geography of either Mexico or Canada. They identify information of interest about the economy and culture and take notes in an organizer. Through this process, students gain experience with note taking in preparation for a presentation on their assigned country.

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.3, W.4.7
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 17 Slide Deck
- ☐ Mexico Research Guide (Key Details) Scaffolded Student Slide Deck
- ☐ Canada Research Guide (Key Details) Scaffolded Student Slide Deck
- ☐ Research Project Graphic Organizer
- ☐ Geography of Mexico Research Guide
- ☐ Geography of Canada Research Guide

VOCABULARY

culture

economy

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Investigating Sources	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- Mexico Research Guide (Key Details) Scaffolded Student Slide Deck: Supports students with a condensed summary of the Mexico Research Guide's key ideas.
- Canada Research Guide (Key Details) Scaffolded Student Slide Deck: Supports students with a condensed summary of the Canada Research Guide's key ideas.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- From the scaffolded slide deck, have students choose two images of physical features and two of plants and animals. Highlight the text related to those images and clarify words students don't know. Have them record a simple version of the text in their organizer.
- Look Fors: Students may record sentence fragments.

English Proficiency Levels 3-4:

- From the scaffolded slide deck, have students choose two images of physical features and two of plants and animals. Highlight the text related to those images and have them record a simple version of the text in their organizer.
- Look Fors: Students may record bullet points or simple sentences.

English Proficiency Levels 5-6:

- Provide the scaffolded student slide deck. Students can use the picture cues to locate text of interest. Ask students to take notes on the selected text.
- Look Fors: Students should record facts and details that can be used to create simple and complex sentences later.

ADVANCE PREPARATION

Some students may take longer than one class period for this lesson's notetaking. Consider extending the work into WIN time.

Build the Word Wall *(5 minutes)*

Slide 2: Review the Supporting Question:

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

In this lesson students will continue to research their assigned country. The focus today will be on human geography.

Slide 3: Introduce a key vocabulary word: *economy*.

- Say the word: *economy*
- Use the word in context: *When people create products using materials from the land, they are taking part in the economy.*
- Share the student-friendly definition: *(noun) the system of producing, selling, and buying goods and services*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Slide 4: Introduce another key vocabulary word: *culture*.

- Say the word: *culture*
- Use the word in context: *Music, family celebrations, and food are important parts of Mexican culture.*
- Share the student-friendly definition:*(noun) the knowledge, beliefs, and way of life shared by a group of people.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

TEACHING TIP

Students learned about goods and services in second grade social studies. To help activate this prior knowledge, ask students what activities they remember about how communities make choices about what to buy and sell and choices about spending and saving . Students may also recall discussions about natural resources and that people are resources too.

Investigating Sources *(25 minutes)*

INTRODUCE PURPOSE AND PROCESS

Slide 5: Explain that today students will turn the focus of their research to human geography. Ask them to take out their Research Guide and organizer from the previous lesson.

Explain that in this lesson they will look for two interesting facts about the human geography of the country they have been researching.

OBSERVE THE DOCUMENT'S FEATURES

Show students Part 2 of the Research Guide. Point out the two parts of this section on human geography: Economy and Culture.

READ THE DOCUMENT

Slides 6–7: Point out the second two sections of the organizer. Explain that there is space to record two facts about the Economy and two facts about Culture.

Provide directions. Say:

- *Read the section labeled "Part 2: Human Geography."*
- *Read Part 2 again. This time, write down two facts about the economy and two facts about culture that you find interesting and would like to share with others when presenting.*
- *Use your own words to write the facts in your organizer.*

Provide time for students to work on their note taking.

LEARN MORE

The United States-Mexico-Canada Agreement (USMCA), mentioned in both Research Guides and both scaffolded slide decks, is up for a joint review in July 2026 and its status could change at that time.

CONNECT TO OUR QUESTION

Slide 8: Ask students to turn and talk with a neighbor to share one interesting fact they learned about the human geography of the country they researched today.

CULTURAL COMPETENCE

Students who are learning about Canada will read about bannock, a popular flat bread among many cultures in Canada. Bannock comes from Scottish cuisine and was brought by fur traders to Indigenous people in Canada. The deeper history involves the impact colonizers can have on the cuisine of the colonized. To learn more, read Bannock from the Canadian Encyclopedia.

LESSON 18

Putting Together a Presentation

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize key information about the geography of Mexico or Canada.	Engage in collaborative discussions using transition words to link ideas from multiple sources.

LESSON OVERVIEW

In this lesson, students put together their research on either Mexico or Canada and create a slide deck presentation to tell others about the physical geography and human geography of the country they studied. Student slide decks include text and images that they can use to tell others about the population, physical features, plants and animals, economy, and culture.

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.3, W.4.7, W.4.8
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 18 Slide Deck
- ☐ Mexico Student Slide Deck
- ☐ Canada Student Slide Deck
- ☐ Mexico Images Student Slide Deck
- ☐ Canada Images Student Slide Deck
- ☐ Cluster 3 Inquiry Chart
- ☐ Cluster 3 Inquiry Chart (Teacher Version)

LESSON AT A GLANCE

Component	Time
Project Setup	10
Putting It Together	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Transition Words*: Supports students when connecting ideas from more than one source by providing multiple transition word options for categories such as *Adding Information*, *Examples*, and *Summarizing*.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Students who recorded sentence fragments when taking notes may need support with using transition words to connect ideas into sentences. Show students the category of transition words from the chart that will make sense for the facts they chose.
- Look Fors: Students should connect two ideas with a transition word.

English Proficiency Levels 3-4:

- Students who recorded sentence fragments when taking notes may need support with using transition words to connect ideas into sentences. Provide the chart of transition words for students to choose words to complete their sentences.
- Look Fors: Students should connect simple sentences into compound sentences.

English Proficiency Levels 5-6:

- Encourage students to combine simple sentences into compound sentences when combining ideas from multiple resources.
- Look Fors: Students should write compound or complex sentences.

ADVANCE PREPARATION

Familiarize yourself with the keyboard shortcut that students will use to copy a slide from one slide deck to another slide deck.

This project involves each student creating a slide deck on a digital device. If 1:1 devices are not available, each student can create a poster. They can draw the images, or use printouts of images from the Mexico Images Student Slide Deck and the Canada Images Student Slide Deck.

Preview the instructions to determine if an extra class period will be required to complete the projects.

Ensure that students have access to their completed organizers from Lessons 14, 15, 16, and 17.

Project Setup *(10 minutes)*

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Slides 2–3: Present the Inquiry Chart from the cluster launch and remind students of the Supporting Question:

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

Review what was learned in the cluster by reading aloud each lesson summary in the "What did we do?" column. If time allows, ask students for additional important activities or experiences they remember from the cluster.

After reading aloud each summary of what they did, stop and have students turn and talk to describe what they learned.

Ask volunteers to share what they learned in each lesson that helps answer the Supporting Question. Write their responses in the "What did we learn?" column.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 4: Explain that students will synthesize the work they have done on their organizers to create a slide deck presentation. Say: *Imagine that you have a friend who is planning a trip to the country you studied.*

Then ask: *What should your friend know about the physical geography? About the human geography?*

Slide 5: Remind students that they have two completed organizers that they can use to create their presentation: one organizer from Lesson 14 (Mexico) or Lesson 15 (Canada) and one organizer from Lessons 16 and 17 (notes from the Research Guide).

The format of each organizer was designed to collect information as it is presented in each resource. Now students will need to synthesize information from both organizers.

Slides 6–7: Share the Mexico Student Slide Deck and Canada Student Slide Deck links. Ask students to choose the one for their country, open it on their device, and type their name in the text box at the bottom of the third slide.

Putting It Together *(20 minutes)*

Slides 8–9: Ask students to type the Fast Fact information into the chart on their next slide. That information can be found on their organizer from Lesson 14 or 15.

Slide 10: Ask students to recall the population map from the Cluster Launch lesson.

Facilitate a Turn and Talk with the prompt: *How does the population of your chosen country compare with other countries in North America?*

Ask students to type a response in the box on their slide.

Slide 11: Use the example on the slide to show students how to add interesting facts to the text boxes on each slide.

Two interesting facts should go on each of the four slides. Students should have already taken notes in their own words.

Students need to identify evidence from multiple sources. Make sure they are using both the organizer from the article and the organizer from the Research Guide to create the text for the slides in their slide deck.

Slide 12: Share links for the Mexico Images Student Slide Deck and Canada Images Student Slide Deck.

Explain that students will choose one slide from the Images Slide Deck that best matches the text on each slide in their presentation and add it after the slide of text. They should select and paste four image slides in all.

Provide guided practice for students to become proficient with copying a slide from one deck and pasting it into another deck.

RETURN TO THE INQUIRY CHART

Slide 13: Direct students to the first page of their research project organizer, where they wrote a question from the Inquiry Chart that they would like to answer.

Ask them to type the question on the last slide of their Student Slide Deck.

SUPPORT ALL STUDENTS

Provide the *Transition Words* for students who would benefit from support using transition words to connect ideas.

LEARN MORE

The United States-Mexico-Canada Agreement (USMCA), which appears in the Canada Images Student Slide Deck, is up for a joint review in July 2026 and its status could change at that time.

Then request that they answer the question, using knowledge that they obtained during their research. If they are not able to answer the question, ask them to explain what information they would need in order to answer it.

STAMP THE KEY LEARNING

Slide 14: Remind students that they have been collecting evidence throughout this project to help them explain what someone should see when visiting Mexico or Canada.

Ask students to make a claim based on their research.

Show the sentence stem on the slide that will help students make a claim about the most important things to know about Mexico or Canada.

Clarify that the claim should be based on the evidence in their slide deck, not simply an opinion.

LESSON 19

Formative Assessment

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Present a report on geography to a peer, making a claim supported by evidence about why Mexico or Canada is a great place to visit.	Explain key features of the physical and human geography of Mexico or Canada in a presentation.

LESSON OVERVIEW

This Formative Assessment is the culmination of students' work throughout Cluster 3. Students share their projects with partners. The listener uses a "presentation response form" to provide simple feedback to the presenter. The completed slide decks and response forms are then assessed using a standards-based rubric.

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.3, SL.4.1, W.4.7
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 19 Slide Deck
- ☐ Presentation Response Form
- ☐ Formative Assessment Rubric

LESSON AT A GLANCE

Component	Time
Introduce the Formative Assessment	5
Formative Assessment	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Talk Moves Language and Literacy Builder*: Supports formation of listening and speaking moves during collaborative discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Choose a listening and speaking stem from the LLB that will help the student respond to a peer's presentation. Provide time to practice before the presentations. Encourage the presenter to speak slowly in English to make language processing easier for the listener.
- Look Fors: Students should use simple sentences with a sentence stem.

English Proficiency Levels 3-4:

- Have students choose a listening and speaking stem from the LLB to focus their communications. Encourage the presenter to speak slowly to make language processing easier for the listener.
- Look Fors: Students should use simple or compound sentences.

English Proficiency Levels 5-6:

- Provide the LLB and ask students to review the stems before starting the presentations.
- Look Fors: Students should use compound or complex sentences.

ADVANCE PREPARATION

Before the lesson, pair students who researched different countries.

Each student will need a digital device. If devices are in short supply, pairs can share one device.

Introduce the Formative Assessment *(5 minutes)*

Slide 2: Tell students that their presentations will help them answer the Supporting Question:

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

Slide 3: Set the expectations for the task. Explain that each student will have a turn being a presenter and a listener.

The presenter speaks from the slide deck. The listener uses a form to respond with a statement and a question. Then the roles will be reversed.

Encourage pairs to develop a signal for when the listener would like the speaker to pause so the listener can inquire, add on, or challenge ideas.

Slide 4: Seat students with their partners. Ask each student to open their slide deck on their digital device.

Distribute a *Presentation Response Form* to each student. Explain that the form will help them be active listeners. Students can take notes anywhere on the sheet before writing their statement or question in the space provided.

Help students decide who will present first using "rock-paper-scissors" or another familiar routine.

Formative Assessment *(25 minutes)*

Manage the time so that both students have equal opportunities to present. Collect the *Presentation Response Form* and the slide decks at the end of the lesson. Use the *Formative Assessment Rubric* for guidance on assessing both products.

SUPPORT ALL STUDENTS

All students may benefit from using the *Talk Moves Language and Literacy Builder* to help structure their conversations. Use of this tool could help support productive conversations during the presentations instead of just at the end.

LESSON 20

Unit Synthesis

EQ	How can we use geography to describe the land and people of North America?
SQ	How can we use geography to tell others about Mexico and Canada?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.	Share key ideas from each cluster and use details from the unit to answer the unit's Essential Question in a class discussion.

LESSON OVERVIEW

In this synthesis lesson, students reflect on what they have learned throughout the unit. They revisit their Inquiry Charts to discuss and identify one big takeaway from each cluster. They then revisit the unit's Know and Wonder Chart. Students consider the Essential Question: *How can we use geography to describe the land and people of North America?* and answer questions from the Wonder column. The lesson closes with an optional Content Assessment or flexible review time.

LESSON STANDARDS

PS 2, PS 4, PS 6, 4.T1.1, 4.T1.2, 4.T1.3, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ Lesson 20 Slide Deck
- ☐ Lesson 1: Unit 1 Know and Wonder Chart
- ☐ Unit 1, Clusters 1–3 Inquiry Charts

LESSON AT A GLANCE

Component	Time
Revisit the Unit's Essential Question	20
Flexible Review or Assessment Time	10
Optional Extension: Content Assessment	30

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *Connect Language and Literacy Builder (3-5)*: Supports linking what students learned in the unit to the Essential and Supporting Questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Pair students with a language-proficient peer for the discussion. Provide frames from the LLB for students to use in the synthesis discussion.
- Look Fors: Oral responses should use the structures provided in the LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer for the discussion. Encourage students to choose relevant frames from the LLB.
- Look Fors: Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas.

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses.
- Look Fors: Oral responses should use detailed and compound sentences, with a variety of elaborations of ideas.

ADVANCE PREPARATION

Ensure that the Know and Wonder Chart and the Inquiry Charts for Clusters 1–3 for each class period are accessible to students.

Revisit the Unit's Essential Question *(20 minutes)*

Slide 2: Remind students of the unit's Essential Question:

How can we use geography to describe the land and people of North America?

Explain that students will be working to answer this question in today's discussion and later during the Summative Assessment.

Slide 3: Facilitate a reflection on what students have learned through the unit.

Organize students in pairs to review the **Unit 1 Inquiry Charts** from Clusters 1–3. For each cluster, ask: *What's one big idea or learning from the lessons in this cluster?*

Invite a few pairs to share their responses for each cluster. Their takeaways should reflect key information from the Enduring Understandings. When they don't, prompt students to build on one another's thinking. Possible responses:

- **Cluster 1:** Physical geography is the branch of geography dedicated to studying the Earth's natural systems. Physical maps can be used to understand the physical features of an area.
- **Cluster 2:** Human geography is the branch of geography dedicated to studying how people and their cultures interact with Earth's surface. Political geography, one kind of human geography, studies how territorial boundaries are organized. Political maps can be used to understand the human geography of an area.
- **Cluster 3:** Mexico and Canada are two large countries in North America. People can learn about these countries by studying their physical geography and their human geography.

Slide 4: Review student learning by revisiting the **Unit 1 Know and Wonder Chart**. Ask: *Which questions in the Wonder column can we now answer?*

Organize the questions by topic, and pose the questions for students to discuss in pairs.

Invite volunteers to answer the questions using what they learned in the unit.

Flexible Review or Assessment Time *(10 minutes)*

Use the rest of the class time to wrap up the unit. This may include:

- Extending the discussion from the first half of class to support a deeper and more complex synthesis of ideas around the Essential Question
- Providing students with guided review time to organize their notes and begin preparing for the Summative Assessment

At the end of class, let students know that the next couple of classes will be a Summative Assessment of the unit.

Optional Extension: Content Assessment

(30 minutes)

You can administer the *Extension: Geography of North America Content Assessment* or specific portions of it as an additional way to assess student understanding of the unit.

SUPPORT ALL STUDENTS

Provide the *Extension: Geography of North America Content Assessment (Sentence Starters)* to students who would benefit from support with the writing tasks.

The *Extension: Geography of North America Content Assessment (Teacher Version)* has scoring guidance for each section.

Extension: Geography of North America Content Assessment (Teacher Version)

Section 1: Geography

Map of North America. Image by CIA World Factbook, Public Domain (adapted)

Directions: This map of North America has physical features and political features. Follow the instructions below to identify 3 locations. Then, answer the map analysis questions.

1. Draw an oval around the Rocky Mountains.
2. Draw a square around the Gulf of Mexico.
3. Draw a heavy line along the border between Canada and Alaska.

Map Analysis Questions

4. Name a continent and a country on the map.

Continent: North America

Country: Possible responses: Canada, the United States, Mexico

5. What is the difference between a continent and a country?

A continent is a large area of land that is separated from others by water or other natural features. A country is an area of land that is controlled by its own government. A continent is part of physical geography. A country is part of human geography.

6. Compare the physical features of Mexico and Canada. Name one way they are the same and one way they are different.

Same:

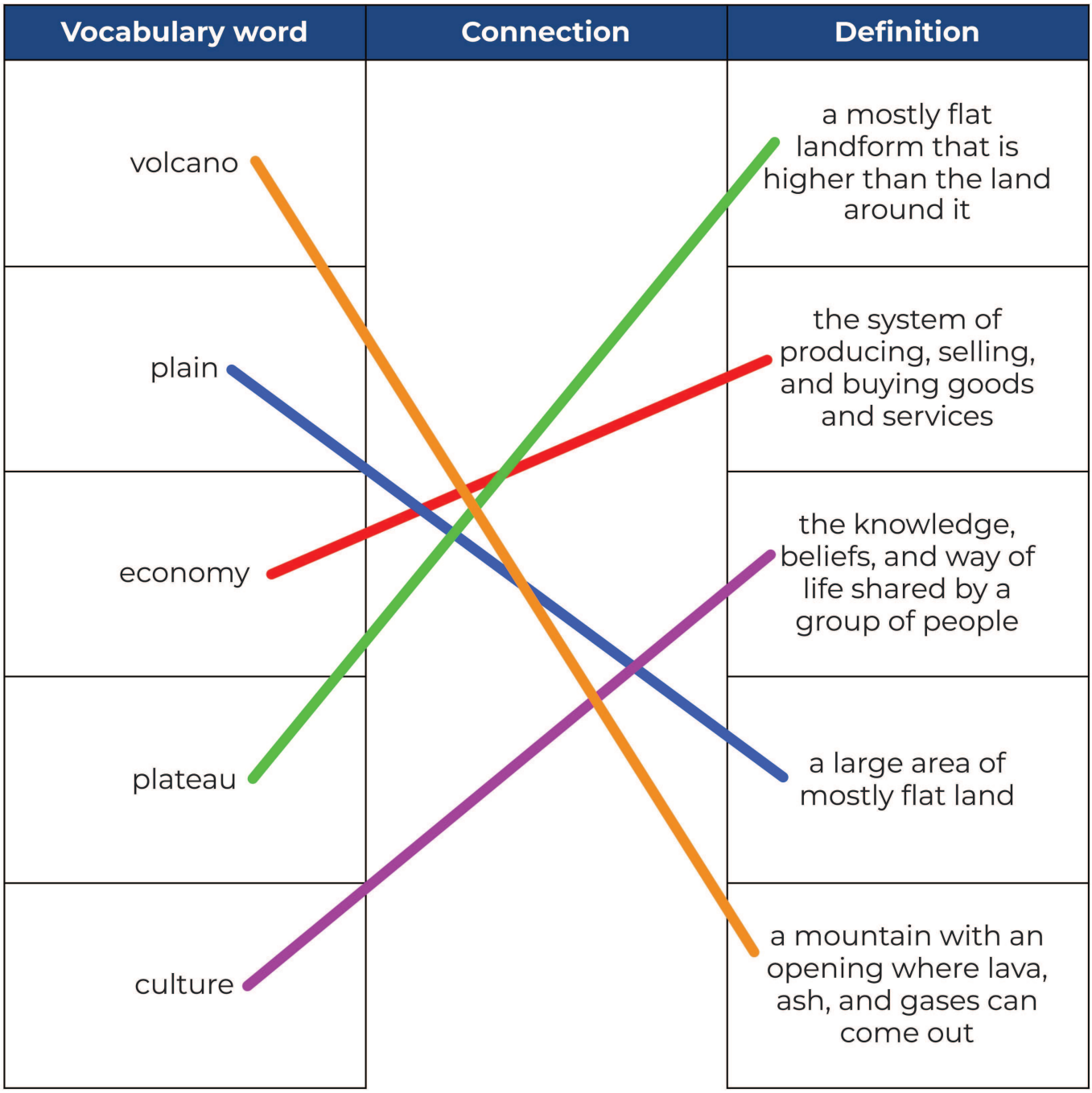
Possible responses: Both countries have mountains. Both countries have coastal areas.

Different:

Possible responses: Mexico is much smaller than Canada. Mexico has deserts, and Canada has many bodies of water.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.



Section 3: Short Answers

Directions: Identify whether each word in the Word Bank is from physical geography or from human geography. Write each word in the correct category in the chart below.

Word Bank			
culture	**physical map**	**political map**	**continent**
country	**government**	**people**	**nature**
economy	**land**	**plants**	**animals**

Kinds of Geography

Physical Geography	Human Geography
physical map continent nature plants animals land	culture political map country government people economy

12. Circle one type of geography. Use at least three words from the chart to answer the question.

Why do people study (**physical** / **human**) geography?

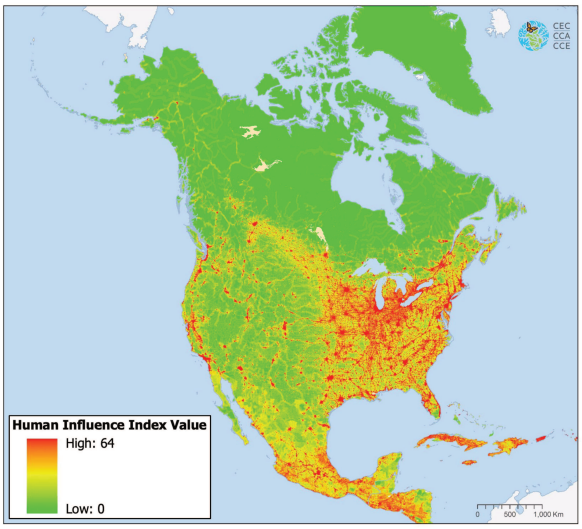
Possible responses:

People study physical geography to understand how plants and animals survive on the land of a continent.

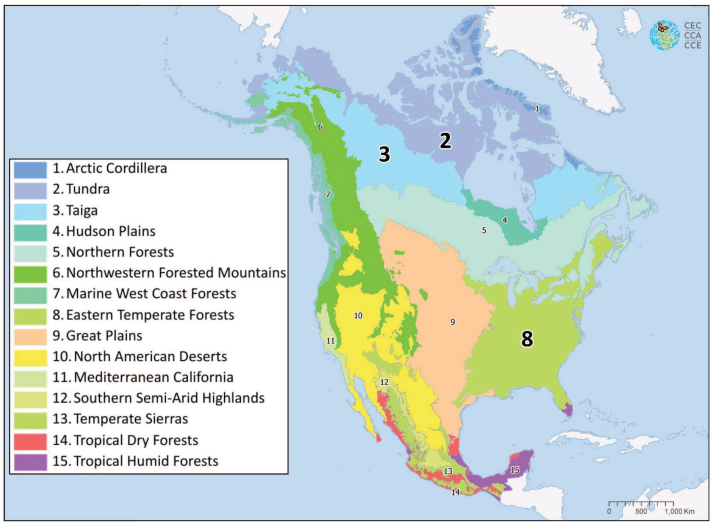
People study human geography to understand how people in a country share their culture.

Section 4: Paragraph Response

Directions: Apply what you learned about the physical and human geography of North America by comparing information from two maps and writing a paragraph to answer the question below.



Human Impact on Land Ecosystems



Land Ecosystems

What part of North America is <u>most</u> impacted by human activity? Name the ecosystem and explain why human impact would be a problem in that area.

Possible response:

The eastern forests in the northeastern part of the United States is the area most impacted by human activity. Human impact in the eastern forests is a problem because many people live in that area and need a clean environment. Plants and animals also need resources found in the forests.

Images: Human Impact on Terrestrial Ecosystems and Terrestrial Ecoregions both by the Commission for Environmental Cooperation, CC BY 4.0.

Administration and Grading Guidance

This assessment is intended to have a variety of flexible administration options. Teachers may choose to use portions of it as Formative Assessments or in-class review throughout the unit or to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus teachers' attention and provide feedback to students, and provide one possible way of assigning points to each section of the assessment.

Scoring Guidance

Section 1: Geography (7 points)

- 1 point for each correctly identified location (3)
- 2 points for correctly identifying a continent and a country (2)
- 2 points for correctly identifying the difference between a continent and a country (2)

Section 2: Vocabulary (10 points)

- 2 points for each correct answer

Section 3: Short Answer (15 points)

- 1 point for each correctly placed word from the Word Bank (12)
- 1 point for each vocabulary word used correctly in the sentence (3)

Section 4: Paragraph Response (8 points)

- 2 points for correctly naming the country most impacted by human activity (2)
- 2 points for naming the ecosystem most impacted by human activity (2)
- 4 points for explaining why human impact is a problem (4)

Total possible: 40 points

SUMMATIVE ASSESSMENT

North American Geography

ASSESSMENT PACING

Lesson 21
Task 1

Lesson 22
Task 2

Assessment Overview

In this Summative Assessment students return to questions they have asked through the unit to consider the questions' value in building knowledge to answer the Essential Question. They choose one from each cluster, explain its importance, and answer it using information from the unit. These combined responses answer the Essential Question: *How can we use geography to describe the land and people of North America?*

Assessment at a Glance

On Day 1:

- Students review priority questions on each cluster's Inquiry Chart, discuss the questions with a partner and select one per cluster, then explain the importance of each question in writing.

On Day 2:

- Students use unit resources to provide an answer to each cluster question.

Advanced Preparation

Prior to Day 1 of the assessment, type your class's high priority questions from each cluster's Inquiry Chart onto slides 10–12. Confirm that each question is open before adding it to the slide.

For Day 2, students will need access to maps from the unit to cite as evidence. Make sure each student or pair of students have access to a digital device.

Assessment Focus Standards

Practice Standards: PS 2, PS 6
Content Standards: 4.T1.1, 4.T1.2, 4.T1.3
Literacy Standards: SL.4.1, W.4.8

Grading and Providing Feedback

Task 2
Use the *Summative Assessment Rubric* to evaluate students' work. You can also refer to the *Summative Assessment (Teacher Version)* for possible responses.

LESSON 21

Summative Assessment, Day 1

Teacher Notes

Students use the skills they have developed with prioritizing and discussing questions to choose one from each cluster, selecting the ones that have most helped them develop knowledge toward answering the essential question. Students build on each others' ideas to determine the importance of questions.

MATERIALS

- ☐ Lesson 21 Slide Deck
- ☐ Summative Assessment
- ☐ Summative Assessment (Sentence Starters)
- ☐ Summative Assessment (Teacher Version)

Identify Important Cluster Questions *(30 minutes)*

Slides 2–3: Remind students that we have been preparing to answer this unit's Essential Question:

> **How can we use geography to describe the land and people of North America?**

Say: *We have asked and discussed many questions during this unit. Today we are going to identify important questions that helped build knowledge for understanding and answering the Essential Question.*

Slide 4: Remind students that an important question connects to the main idea of the topic and gets us thinking about big ideas.

Slide 5: Review open questions and closed questions. Ask: *Which kind of question is most likely to target big ideas?* (open questions)

Explain that students will look at the questions they generated during the Unit Kickoff and each Cluster Launch. Tell them to ask themselves: *Which ones are important questions?*

Slides 6–8: Remind students that the sticky notes with questions that they posted during the kickoff and during each launch lesson were already prioritized to be important

Explain that, now that they are at the end of the unit, they can reflect on which questions helped build knowledge to understand and answer the Essential Question.

Slide 9–12: Explain that students will see questions they have asked for each of the unit's topics. Review the slides you have prepared with student questions for each cluster.

Ask students to Turn and Talk to discuss which questions they think have been most important in building knowledge to answer the question: *How can we use geography to describe the land and people of North America?*

Slide 13: Distribute the *Summative Assessment*.

- As you toggle through each of the three slides of questions, ask students to choose one question from each cluster and write it on their handout.
- Ask students to explain why they think those questions are important.
- Tell students they will have the next class period to complete their explanations about the importance of their questions. They will also have time to answer the questions using information learned in the unit.

See *Summative Assessment (Teacher Version)* for possible questions and why they are important.

SUPPORT ALL STUDENTS

The *Question Language and Literacy Builder (3-5)* can be used to support students with understanding what an important question looks like. Important questions are more likely to be complex questions than simple questions.

SUPPORT ALL STUDENTS

Some students might benefit from the sentence stems found in *Summative Assessment (Sentence Starters)*, particularly when citing evidence as they answer their questions in the next part of the assessment.

LESSON 22

Summative Assessment, Day 2

Teacher Notes

In Day 1 of the Summative Assessment, students prioritized and discussed an important question from each cluster. After explaining why each question is important, students use resources from the unit to help answer the questions. These three answers, taken together, demonstrate understanding of the Essential Question: *How can we use geography to describe the land and people of North America?*

MATERIALS

- ☐ Lesson 22 Slide Deck
- ☐ Summative Assessment Student Slide Deck
- ☐ Summative Assessment
- ☐ Summative Assessment (Sentence Starters)
- ☐ Summative Assessment (Teacher Version)
- ☐ Summative Assessment Rubric

Answer Important Cluster Questions *(30 minutes)*

Slide 2: Remind students that we have been preparing to answer this unit's Essential Question:

> **How can we use geography to describe the land and people of North America?**

Say: *We have identified three important questions—one from each cluster—that we can answer to help us understand the Essential Question. Today we are going to answer those questions using resources from the unit.*

Slide 3: Explain how to support answers with evidence. Share the link to the Summative Assessment Student Slide Deck for students to open on their digital devices. If access to digital devices is limited, students may share in pairs.

- Students should cite one or two of the maps in the slide deck as evidence when answering each of their three cluster questions.
- Alternatively, students may use any other resources from the unit, such as the articles about Mexico or Canada or the Research Guides for the two countries.

Provide a class period for students to complete their explanations of the importance of their questions and to answer the questions using information learned in the unit.

Circulate as students work to support them with finding resources in the unit to use as they construct their answers. This is an "open notes" assessment, so students can use any resource from the unit that would be helpful.

Grading guidance is provided in *Summative Assessment Rubric*. Sample responses are available in *Summative Assessment (Teacher Version)*.

Name: _____ **Date**: _____

Summative Assessment

Directions: For each cluster, choose one question that you think has been important in building knowledge to answer the Essential Question:

> **How can we use geography to describe the land and people of North America?**

Then, write your response to the question you chose. Explain what information or evidence helped you answer the question.

Question from Cluster 1: Physical Geography

Why do you think this is an important question?

How would you answer this question using what you've learned about physical geography? Name the resource that helped you answer the question.

Question from Cluster 2: Human Geography

Why do you think this is an important question?

How would you answer this question using what you've learned about human geography? Name the resource that helped you answer the question.

Question from Cluster 3: Mexico and Canada

Why do you think this is an important question?

How would you answer this question using what you've learned about Mexico and Canada? Name the resource that helped you answer the question.

Name: _____ **Date**: _____

Summative Assessment (Sentence Starters)

Directions: For each cluster, choose one question that you think has been important in building knowledge to answer the Essential Question:

How can we use geography to describe the land and people of North America?

Then, write your response to the question you chose. Explain what information or evidence helped you answer the question.

Question from Cluster 1: Physical Geography

Why do you think this is an important question?

This question is important because...

How would you answer this question using what you've learned about physical geography? Name the resource that helped you answer the question.

When I look at the map called ___, I see that ___. This helps me answer the question by...

Question from Cluster 2: Human Geography

Why do you think this is an important question?

This question is important because...

How would you answer this question using what you've learned about human geography? Name the resource that helped you answer the question.

When I look at the map called ___, I see that ___. This helps me answer the question by...

Question from Cluster 3: Mexico and Canada

Why do you think this is an important question?

This question is important because...

How would you answer this question using what you've learned about Mexico and Canada? Name the resource that helped you answer the question.

When I look at the map called ___, I see that ___. This helps me answer the question by...

Name: _____ **Date**: _____

Summative Assessment Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 2 Generate open and closed questions relevant to multiple aspects of a topic.	Student identifies three questions that connect to the Essential Question and show an advanced level of critical thinking. Students have strong reasons for choosing a question and offer a complete answer.	Student identifies three questions that connect to the essential question and show a grade-appropriate level of critical thinking. Students have good reasons for choosing a question and offer a correct answer.	Student identifies three questions that loosely connect to the essential question. The questions show a beginning level of critical thinking. Students offer an incorrect or partial answer to the question.
Practice Standard 6 In response to an inquiry question, develop a plausible claim based on evidence found in a source.	The claim provides a complex answer to the question using two or more pieces of evidence from maps or other resources.	The claim accurately answers the question using one piece of evidence from a map or other resource.	The claim is not plausible based on the chosen evidence.
Content Standards 4.T1.1–3 Demonstrate knowledge of the physical and human geography of North America.	The answers to the chosen questions show a deep understanding of features of physical and human geography of North America.	The answers to the chosen questions show a clear understanding of features of physical and human geography of North America.	The answers to the chosen questions show a partial understanding of features of physical and human geography of North America.

Overall Feedback:

SUPPLEMENTAL RESOURCES

Grade 4, Unit 1: North American Geography

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: Physical Maps

Author	Resource	Use
Lesson 1		
DESE	**Background Brief: North American Geography**	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lesson 2		
Right Question Institute	**What is the QFT?**	An overview of the Question Formulation Technique
Right Question Institute	**Primary Sources & QFT: 4th Grade Classroom Video**	A video of the Question Formulation Technique in action in a fourth-grade classroom

Cluster 2: Political Maps

Author	Resource	Use
Lesson 7		
Right Question Institute	**What is the QFT?**	An overview of the Question Formulation Technique
Lesson 8		
Rutledge, Kim and McDaniel, Melissa, et al	**Nation**	An encyclopedic entry explaining the meaning of "nation"

National Geographic Society	**Territory**	An encyclopedic entry explaining the meaning of "territory"
Reichard, Raquel	**Why Isn't Puerto Rico a State?**	An article explaining Puerto Rico's political status as a U.S. territory and the ongoing debate over whether it should become a state
Rosbach, Molly	**Indigenous Cartographers Work to Decolonize Mapping of Traditional Lands**	An article explaining how Indigenous scholars use mapping that centers Indigenous knowledge and history to challenge colonial perspectives in traditional maps
Lesson 10		
Rutledge, Kim and McDaniel, Melissa, et al	**Nation**	An encyclopedic entry explaining the meaning of "nation"
Baker, Dr. Twyla and Little Elk, Wizipan, et al	**How to Talk About Native Nations: A Guide**	Indigenous perspective on appropriate language to use when discussing Indigenous Nations
Lacerenza, Deborah	**An Historical Overview of the Navajo Relocation**	An article explaining the history of U.S. policies that forced many Navajo people to relocate from their ancestral lands and the impacts of those relocations

Cluster 3: Mexico and Canada

Author	Resource	Use
Lesson 13		
Right Question Institute	**What is the QFT?**	An overview of the Question Formulation Technique
Lesson 17		
Colombo, John Robert and Dunne, Brad	**Bannock**	An encyclopedia article about bannock

Grade 4, Unit 1: North American Geography

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some units contain books that appear directly in lesson activities or as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Recommended Books (Not in the Curriculum)

Author	Title
Linda Bailey	**Carson Crosses Canada**
Kana Kavon	**The 50 States: Amazing landscapes. Fascinating people. Wonderful wildlife.**
Scot Ritchie	**Follow That Map!**
Carmen Tafolla	**What Can You Do with a Paleta?**