

GRADE 4, UNIT 5

Regions of the United States



STUDENT WORKBOOK

National Land Cover Database (NLCD) 2021: Conterminous U.S. Land Cover



A land cover map of the United States with classifications including forest, water, grasslands, wetlands, and developed areas. Image by U.S. Geological Survey, public domain.

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Table of Contents

Cluster 1: Peoples and Cultures	2
Lesson 1: Unit Kickoff	4
Lesson 3: Cultural Movement	5
Lesson 4: Regional Cuisine	7
Lesson 5: Regional Art	8
Lesson 6: Regional Music	10
Lesson 7: Putting It Together	13
Lesson 8: Formative Assessment	15
Cluster 2: Land and Adaptation	17
Lesson 10: What the Land Provides	19
Lesson 11: Indigenous Homes by Region	21
Lesson 12: Agriculture	23
Lesson 13: Mining, Drilling, and Logging	25
Lesson 15: Formative Assessment	29
Cluster 3: Challenges and Responses	31
Lesson 16: Natural Disasters	33
Lesson 17: Wildfires and Prescribed Burns	34
Lesson 18: Hurricanes and Storm Surges	36
Lesson 19: Nor'easters and Coastal Flooding	40
Lesson 21: Formative Assessment	44

Name: _____ Date: _____

Unit 5, Cluster 1 Inquiry Chart

Unit EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
Cluster SQ	How have diverse cultures influenced regions in the United States?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We read a book and asked questions about how people express their cultures.	
Lesson 3: We examined evidence from maps to see where different immigrant groups settled in the United States.	
Lesson 4: We read cuisine cards about some of the cultural groups that shaped the food of our region and recorded what we learned.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We closely observed and analyzed three pieces of art from our region.	
Lesson 6: We compared videos of music from different cultural groups to see how one can influence another.	

Name: _____ Date: _____

Notice and Wonder Chart

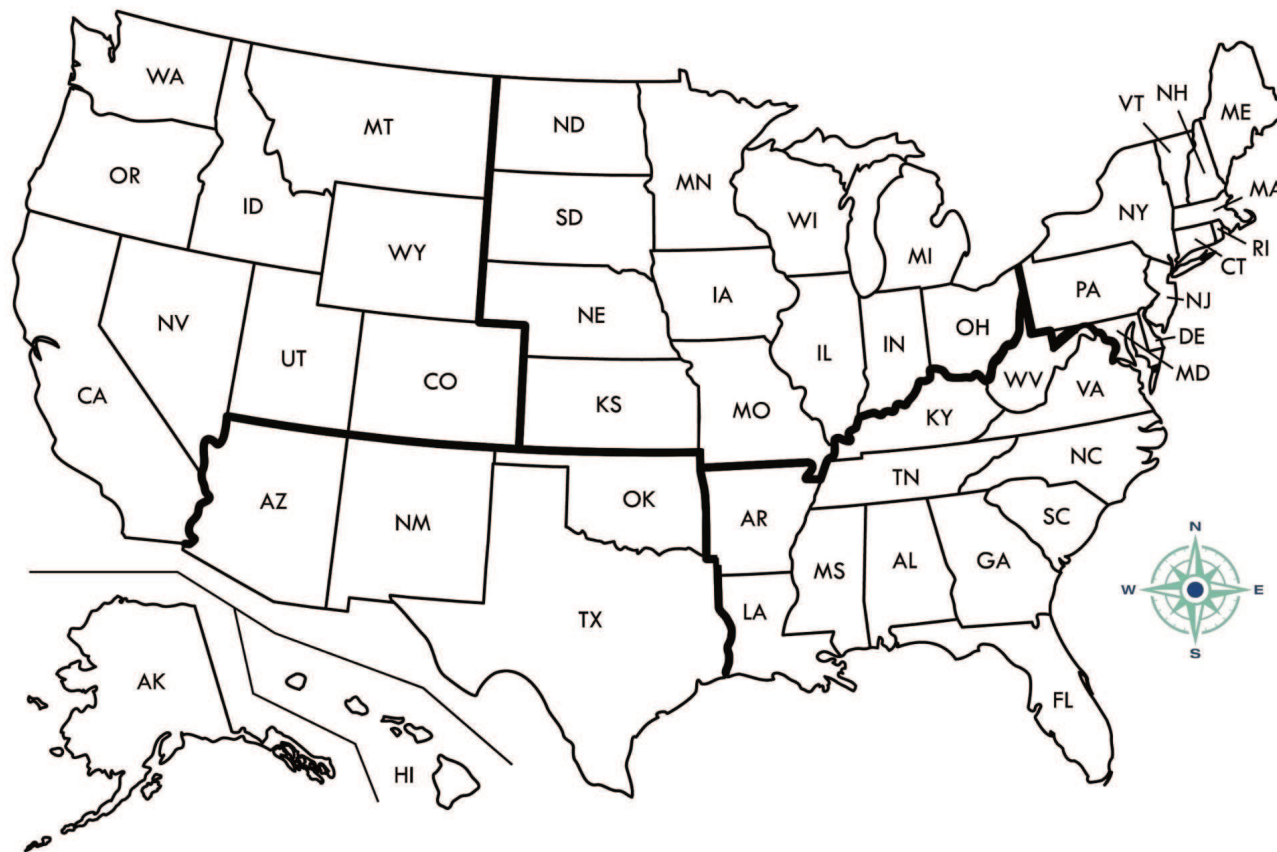
Directions: You will browse a gallery of images from the Northeast region of the United States. Jot down what you notice and what you wonder about this region.

What I Notice	What I Wonder

Name: _____ Date: _____

Cultural Movement Notes Organizer

Directions: As you learn about different cultural groups, circle the region where most people from that country were located in the United States in 1860. Label the name of the group when you circle the region.



Directions: Answer the questions below with your regional expert groups. Support your answers with evidence from the map you just created and the 2016 ancestry map.

1. My assigned region is: _____

2. Look at the map you just created. Which cultural groups are represented in your region?

3. Now look at the 2016 map. Which cultural group(s) are represented in your region? Is it the same as or different from the map you created?

4. Based on what you see, what questions do you have about how these groups shaped the culture of your region?

Name: _____ Date: _____

Regional Cuisine Notes Organizer

Directions: Read each cuisine card with your regional expert group. For each card, sketch and label one dish or ingredient and write one interesting fact about that cultural group’s cuisine.

Write the name of the cultural group.	Sketch and label one dish or ingredient from this cuisine.	Write one interesting fact about this cultural group’s cuisine.

Name: _____ Date: _____

Regional Art Notes Organizer

Directions: Study each artwork and read its caption. Complete one row for each artwork. Use evidence from both the artwork and the caption to support your thinking.

What is the art form?	Who created it?	What do you notice in the art?	What does this artwork tell you about this group's or artist's culture, tradition, values, or daily life?

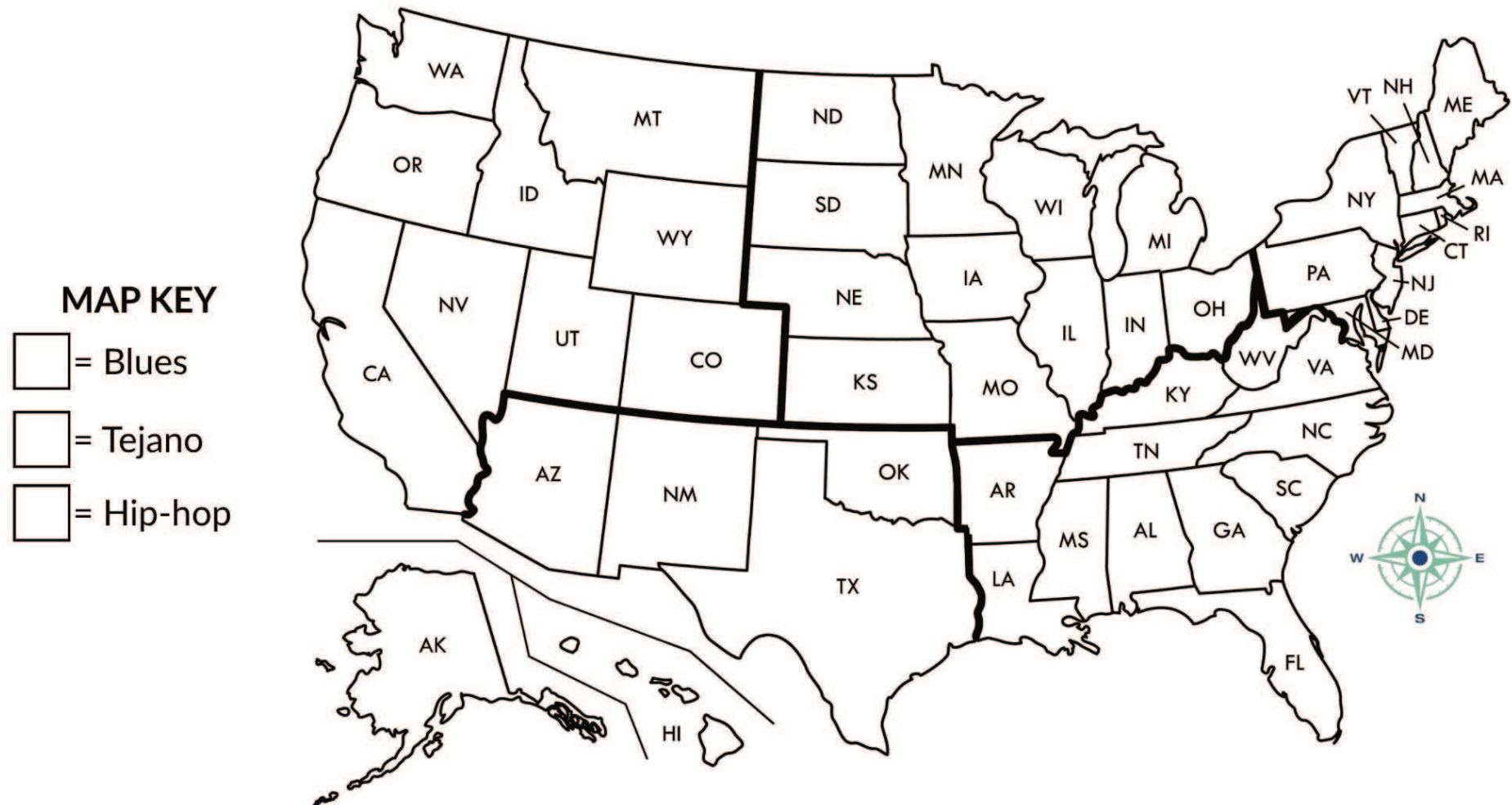
What is the art form?	Who created it?	What do you notice in the art?	What does this artwork tell you about this group's or artist's culture, tradition, values, or daily life?

Name: _____ Date: _____

Regional Music Map

Part 1: Map

Directions: Draw on the map to show where different musical styles are located, and write down the places that influenced each kind of music. Use a different color for each type of regional music, and fill in the map key with those colors.



Part 2: Exit Ticket

Directions: Describe how music from other places shaped the music in your assigned region. Name where it came from and how it changed as it traveled.

Name: _____ Date: _____



Cultural Traditions Exit Ticket

Directions: Use the space below to sketch and label cultural contributions from your region. Start with your three sticky notes, and add more if you can. For each one, draw a quick picture, write its name, and name the cultural group it came from. Write the label first and then think about a respectful way to show it.

Name: _____ Date: _____

Cluster 1 Formative Assessment Task

Directions: Work with your regional expert group to answer Question 1. Then, work individually on Questions 2 and 3.

1. Decide which cultural contributions you want to use to represent your region. You will need one per person in your group. Write them below and circle the one that you are responsible for.

2. Explain what cultural contribution you chose and which cultural group it comes from. How has it become part of your region’s culture?

3. Where should your cultural contribution live on the map? In what state? Write the location below and explain why. (For example, the blues began in Mississippi.)

When you have finished answering the questions, you are ready to start sketching your cultural contribution using the art materials your teacher has provided.

Name: _____ Date: _____

Unit 5, Cluster 2 Inquiry Chart

Unit EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
Cluster SQ	How have people adapted to and shaped the land in different regions?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We looked at maps of population density and land cover and asked questions about where and how people have settled in different regions.	
Lesson 10: We explored maps of climate and natural resources and predicted how people have adapted to the land in different regions.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 11: We investigated photo cards showing natural resources that Indigenous peoples could use to build homes.	
Lesson 12: We used a map to find the farming areas in our region and then we read an article about one of them.	
Lesson 13: We did a stations activity and made a map showing where minerals, coal, petroleum, and wood are found and then explored the industries that grow there and how extracting these resources shapes the land.	

Name: _____ Date: _____

Climate and Natural Resources Notes Organizer

Directions: With your group, choose one state in your region to focus on. Then, use the temperature, precipitation, and natural resources maps to answer the questions about that state. You should work together but each fill out your own notes organizer.

Our region: _____

The state we chose: _____

Climate: Some states have more than one kind of climate. You can describe the range or you can focus on one part of the state (like “the coast”).

What is the temperature like in this state?

What is the precipitation like in this state?

Natural resources: What natural resource(s) are in this state?

Predict: How might the people who have lived here have adapted to this land? Use evidence from the maps to explain your thinking.

Name: _____

Date: _____

Indigenous Homes Notes Organizer

Directions: Look at the images on your group’s card. These are natural resources Indigenous peoples in your region have long used as building materials. With your group, talk about how each resource could be used to build a home. Write your ideas below. You may not need all the spaces.

Natural Resource	How could it be used to build a home?

Now, put your ideas together. Describe or sketch the home your group imagined building from these resources using the space below:

Name: _____

Date: _____

Sustainable Farming Notes Organizer

Part 1: Analyze Map

Directions: Look at the map of farm resource regions. Find the farming areas inside your U.S. region. Record up to three of them and the main products of each.

Farming Area	Main Products

Part 2: Study One Farming Region

Directions: Your group will read about one of these farming regions. Take notes on the article using the table below.

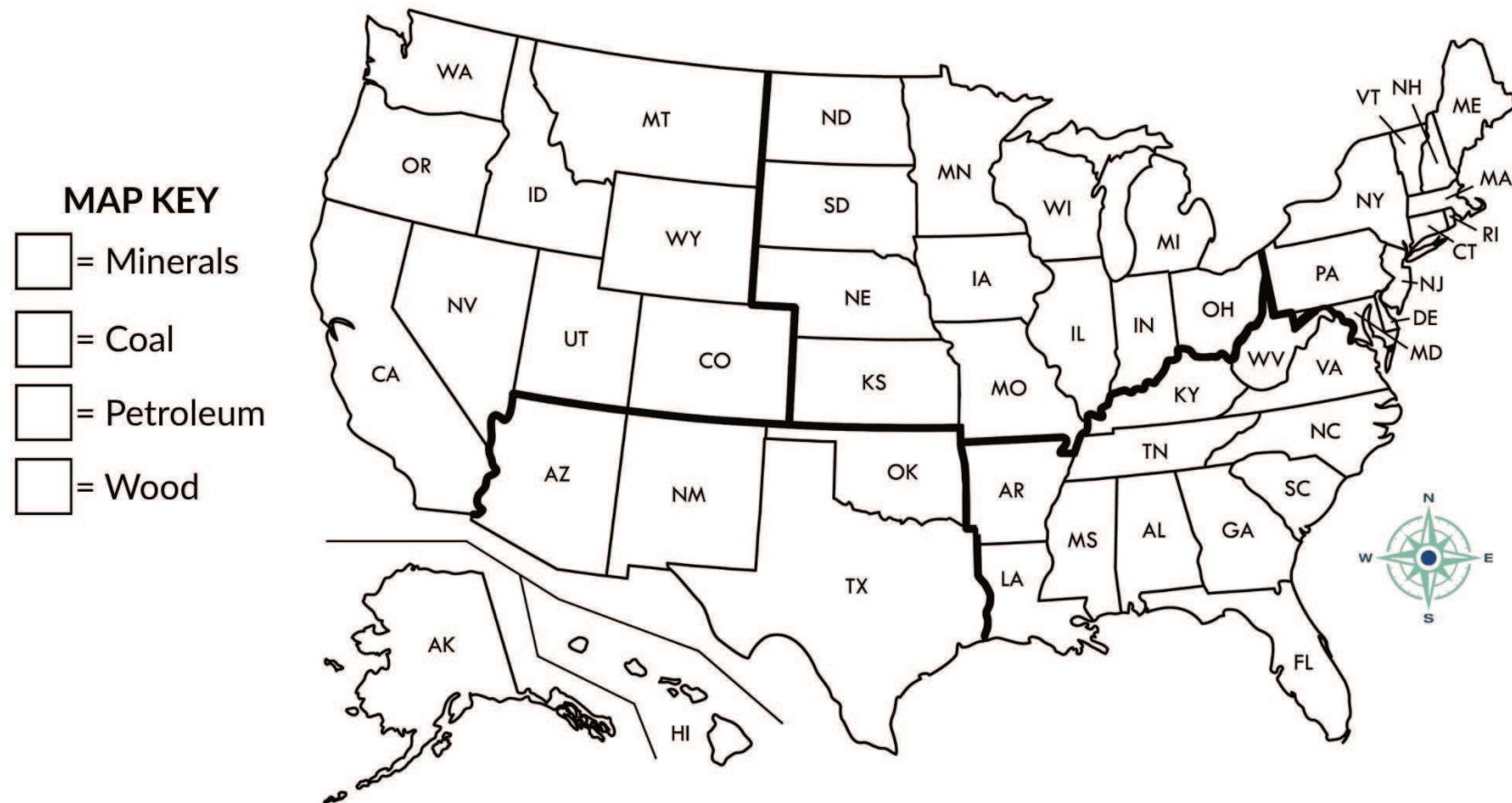
Farming area: _____

Climate	
Soil	
Topography	
Major Product(s)	
How can farming harm the land in your region?	
What is one sustainable practice farmers use to protect the land?	

Name: _____ Date: _____

Natural Resources and Industries Map

Directions: Shade the top five states that produce minerals, coal, petroleum, and wood. Choose a different color for each resource and indicate the color in the map key. Texas will be in the top five producers of two of these natural resources, so make stripes using both colors.



Name: _____ Date: _____



Lesson 13 Exit Ticket

Directions: Use your map and takeaways from the stations activity and class discussion to answer the questions below about your assigned region. Use at least one cause-and-effect connecting word or phrase (*because, so, as a result*) in your responses.

1. Circle the natural resources that are plentiful in your region:

Minerals**Coal****Petroleum****Wood**

2. What industries and jobs might extracting these resources create and why?

3. How might extracting these resources shape the land in your region? Could those changes help the land, harm it, or both?

Name: _____ Date: _____

Cluster 2 Formative Assessment Task

Part 1: Plan Your Ideas

Directions: Think about what you have learned about how people in your region have adapted to the land. Choose two adaptations to write about. Use the organizer below to plan your written response. Make sure to include evidence from at least one source.

The Land What is the land like in your region? Describe at least one feature (climate, topography, or natural resources).	
Adaptation 1 How have people adapted? Describe one way people in your region have adapted to the land or climate.	
Adaptation 2 How else have people adapted? Describe another way people have adapted to the land or climate.	

Part 2: Write a Paragraph

Directions: Use the ideas and evidence from your planning organizer to write a paragraph that explains how people have adapted to the land in your region. Your paragraph should do the following:

- Name the feature(s) of the land.
- Name two ways people have adapted to the land.
- Explain why people were able to do this.
- Use cause-and-effect words like *because*, *so*, or *as a result*.

Name: _____ Date: _____

Unit 5, Cluster 3 Inquiry Chart

Unit EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
Cluster SQ	How do communities respond to regional challenges of the United States?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We used climate maps to predict which regions are most at risk for wildfires and then checked our predictions against a FEMA risk map. We took notes on a video about communities bringing back prescribed burns, an Indigenous practice.	
Lesson 18: We compared two ways that people work together to mitigate the effects of storm surge during a hurricane.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 19: We analyzed a flood risk map, video, and article to identify the causes of coastal flooding in the Northeast and two strategies communities use to respond to it.	

Name: _____ Date: _____

Notice and Wonder Chart

Directions: You will see a series of three images. For each one, write what you notice from looking at the image and what you wonder about it.

What I Notice	What I Wonder
Image 1	Image 1
Image 2	Image 2
Image 3	Image 3

Name: _____ Date: _____

Wildfires Notes Organizer

Part 1: Stop and Jot

Directions: When the video pauses, jot down your thoughts on each question below. You do not need to write in complete sentences.

How would you describe Indigenous knowledge about fire?	
What is one benefit of having space between trees? pathogen = organism that can cause disease	
Why did prescribed burns or (“good fires”) stop for a long time? Who stopped them?	
Why are firefighters worried about doing a prescribed burn?	
Why are some communities uncomfortable with the idea of a prescribed burn?	
What evidence shows that a prescribed burn is effective?	

Part 2: Reflection Question

How is Indigenous knowledge informing how communities respond to wildfires today?

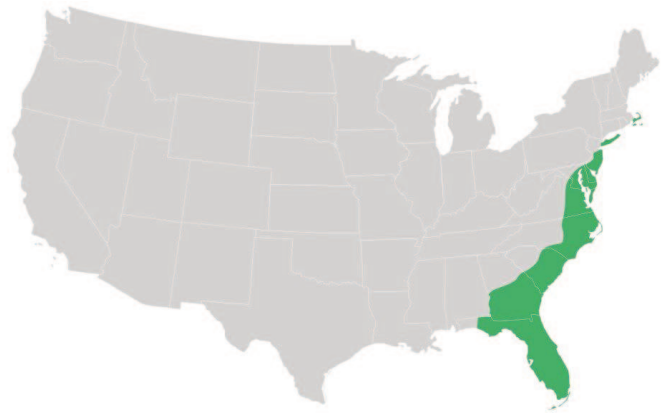
Name: _____

Date: _____

Storm Surge Article

What Are the Challenges of Storm Surge?

Storm surge is a rise in sea level that happens during hurricanes. Water is pushed in the direction that the wind is blowing. The water level can increase by 30 feet or more. This can be a big problem if the land on the coast is flat instead of steep. The Southeast region of the United States is on a coastal plain called the Atlantic Plain. The Atlantic Plain is also the part of the country that is hit with the most hurricanes.



The Atlantic Plain is marked in green.

Can Storm Surge Be Predicted?

A government agency called FEMA (Federal Emergency Management Agency) uses computers to predict storm surge when a hurricane is approaching. The agency warns people to “run from the water and hide from the wind.” It is important that people take the warnings seriously to stay safe.

What Are Some Ways That People Can Mitigate the Effects of Storm Surge?

Engineered Solutions

Seawalls are hard structures that are built to protect the shore from damaging waves and storm surge. They are useful in areas where people have already built communities close to the coastline. Seawalls protect the land behind them from erosion. However, the force of the waves hitting the seawall erodes the beach in front of the seawall and on each side of the seawall. Seawalls are expensive to maintain, and they need repairs over time.



A concrete seawall along the beach.

Nature-Based Solutions



A mangrove forest near Florida.

Nature-based solutions use plants that are already adapted to the environment, like wetland plants. When people build communities near coastlines, they often destroy wetlands. This increases the risk of storm surge and flooding. One kind of wetland is a mangrove forest. Mangrove forests break up the force of waves with their stems and roots. They also hold the soil together, which prevents erosion. Mangrove forests get bigger and more useful to humans over time. Some communities are planting mangrove forests as protection from flooding. It takes a large area of mangroves to provide protection, so it is important not to cut them down when building a new community.

Text sources:

- Linham, Matthew M., and Robert J. Nicholls. n.d. "[Seawalls](#)." UN Climate Technology Centre & Network.
- National Oceanic and Atmospheric Administration (NOAA). n.d. "[Hurricane Storm Surge](#)."
- Rutledge, Kim, Melissa McDaniel, Santani Teng, Hilary Hall, Tara Ramroop, Erin Sprout, Jeff Hunt, Diane Boudreau, and Hilary Costa. 2026. "[Storm Surge](#)." National Geographic Society.
- Wetlands International and The Nature Conservancy. 2014. "[Mangroves for Coastal Defence: Guidelines for Coastal Managers & Policy Makers](#)."

Image sources:

- "Atlantic Coastal Plain" by LoveTimmy via Wikimedia Commons, CC BY-SA 4.0.
- "View Along the Seawall" by Evelyn Simak via Wikimedia Commons, CC BY-SA 2.0.
- "Mangrove Forest" by Ianaré Sévi via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

Storm Surge Notes Organizer

Directions: Read an article about storm surge to help answer the question: What strategy would you propose to communities trying to mitigate storm surge? Read in three steps: observe the source, read closely and underline evidence, then connect the evidence to our question.

Observe: Look at visual clues.

What do the headings on the text tell you?

What is the purpose of the map?

Is the text informational or opinion?

Read: Underline important evidence.

- Underline why storm surge is a problem in the Southeast.
- Underline how the government predicts storm surge.
- Underline how seawalls and mangrove forests mitigate storm surge.
- Underline what happens to seawalls and mangroves over time.

Connect: Use the evidence you underlined to answer the questions.

What strategy would you propose to people trying to mitigate storm surge in communities with buildings **close** to the water? Why?

What strategy would you propose to people trying to mitigate storm surge in communities with buildings **far** from the water? Why?

Name: _____ Date: _____

Coastal Flooding Notes Organizer

Directions: As you watch the video and read the article, use the organizer to take notes on the causes and impacts of coastal flooding and the strategies that communities are using to respond to coastal flooding.

Causes What causes coastal flooding?	
Impacts How does coastal flooding affect people and communities?	
Strategies How are communities working to mitigate coastal flooding?	

Name: _____ Date: _____

Coastal Flooding Article

What Causes Coastal Flooding in the Northeast?

Nor'easters

Nor'easters form when cold air from the north meets warm, wet air from the ocean. They bring strong winds and rough waves that push ocean water onto the shore. Unlike hurricanes, which move quickly, nor'easters move slowly and can stay over the coast for many hours. This gives the water more time to flood roads, homes, and neighborhoods.



Sea Level Rise

The sea level off the coast of Massachusetts is about 8 inches higher today than it was in 1950. Scientists connect this rise to climate change, which is warming the oceans and melting ice. Even a small rise in sea level means storm waves start from a higher point and reach further inland than they used to. Scientists expect the sea level to keep rising, which means coastal flooding will happen more often and cause more damage over time.

Overdevelopment

Coastal wetlands like salt marshes once soaked up water from storms like a sponge, keeping it from reaching nearby communities. Oyster reefs also lined much of the coast, breaking up waves before they reached the shore. Over time, people built homes, roads, and buildings along the coast. People also took too many oysters from the water. As these natural protections disappeared, coastal communities lost some of their defenses against flooding.

How Are Communities Responding to Coastal Flooding?



Managed Retreat

Some communities are choosing a strategy called managed retreat, which means moving buildings and people away from the shore instead of trying to hold the water back. Local governments may create rules about where new buildings can and cannot be built or offer to buy homes from people in areas that often flood. Managed retreat can be hard because it means leaving homes and communities that people love. But in places where flooding keeps getting worse, some towns are choosing this strategy because it works with nature rather than against it.

Oyster Reef Restoration

Oysters were once a plentiful natural resource along the coast of the Northeast. Huge reefs covered the shoreline. Over time, people took too many oysters, and much of that natural protection disappeared. Oyster reefs can act like a natural seawall. They break up the force of waves before the waves reach the shore. A concrete seawall needs to be rebuilt over time, but an oyster reef keeps growing upward as sea levels rise. In Massachusetts, the Wampanoag Tribe of Cape Cod is restoring oysters to the waters of Cape Cod with the help of government funding. They are using knowledge of the land and water passed down over thousands of years.

Text sources:

- Columbia Climate School. 2022. "[Losing a Hectare of Wetlands Could Cost \\$8,000 Per Year in Flood Damages.](#)"
- Indian Country Today. 2026. "[Mashpee Wampanoag Tribe Restores Water with Oysters](#)" [video].
- Office of Habitat Conservation. 2026. "[Oyster Reef Habitat.](#)" NOAA Fisheries.
- SeaLevelRise.org. n.d. "[Massachusetts' Sea Level Is Rising.](#)"
- University of Virginia. n.d. "[Nor'easters.](#)"
- Wolman, Jordan. 2026. "[Climate Reckoning: Mass. Communities Stare Down the Prospect—and Complications—of a Retreat from Rising Waters.](#)" *CommonWealth Beacon*.

Image sources:

- "Downtown Bound Brook, NJ Flooding from Spring Nor'easter" by Ekem via Wikimedia Commons, public domain.
- "Learning About Salt Marsh Restoration" by the U.S. Fish and Wildlife Service, Northeast Region, via Wikimedia Commons, public domain.

Name: _____ Date: _____

Cluster 3 Formative Assessment Task

Directions: Imagine you are a community leader who wants to protect your community from a natural disaster. FEMA is a government agency that gives money, called a grant, to communities that need funding for strategies to reduce harm from future disasters. Choose one regional challenge to focus on and use the organizer below to write a grant proposal asking FEMA to fund your strategy.

To the FEMA Grant Review Committee,

Recommendation statement: Name the natural disaster and the strategy you are recommending that FEMA fund.

Why this challenge is serious: Describe the natural disaster, what causes it, and how it affects communities.

Why this strategy works: Explain how the strategy addresses the challenge and why it is most effective.

Who should receive funding: Name who the grant should go to and why.

Sincerely,

(your name)