

GRADE 4, UNIT 5

Regions of the United States



TEACHER'S GUIDE

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.

Acknowledgements

This Investigating History unit was developed by the Massachusetts Department of Elementary and Secondary Education in partnership with the following organizations and individuals:

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Est. 2019 by the Mashpee Wampanoag Tribe Education Department

Note: The Native Education Council does not rate or endorse curriculum materials. See the Curriculum Guidebook for more information.

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Note: ELSF does not rate or endorse materials. See the Curriculum Guidebook for more information.

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UNIT INFORMATION

Regions of the United States

Unit Throughlines	Learning Progression
How do the people, the land, and the challenges of a place shape each region of the United States? EU 1. When people move, they bring their cultural traditions with them. These traditions blend with and build upon the cultures already rooted in a place. This creates the diverse regional identities we see across the United States today. EU 2. People adapt to the land where they live, using its climate and resources to build communities, economies, and industries. The ways people have used the land, from building homes to developing industries, reflect the needs and knowledge of every group that has lived there. EU 3. Communities face different natural disasters depending on where they live. People respond by working together and drawing on what their region offers and what its people know: natural resources, local knowledge, and cultural traditions. Key Practice Standards	Peoples and Cultures 8 Lessons How have diverse cultures influenced regions in the United States? - L 1. Generate questions and observations about the people, land, and challenges that shape regions of the United States by examining images and a map. - L 2. Ask questions about how diverse peoples have shaped the cultures of regions in the United States by responding to a read-aloud. - L 3. Identify settlement patterns of diverse peoples in different regions of the United States using evidence from maps. - L 4. Identify evidence in images and text that show how diverse cultural groups have shaped the cuisine of a region. - L 5. Identify how diverse cultural groups have expressed their culture through regional art using evidence from images and captions. - L 6. Draw and label a map to show where musical traditions came from and how they moved into and across U.S. regions. - L 7. Synthesize evidence from Cluster 1 to explain how diverse cultures have influenced a region of the United States. - L 8. Represent and explain a cultural contribution to show how diverse groups have influenced a region of the United States. Land and Adaptation 7 Lessons How have people adapted to and shaped the land in different regions? - L 9. Ask questions about how people have adapted to and shaped the land in different regions of the United States using two maps. - L 10. Use maps showing temperature, precipitation, and natural resources to identify what the land provides in a place and predict how people may have adapted to it. - L 11. Investigate how Indigenous peoples in one cultural region adapted to the land using available resources to build homes and then compare homes across regions. - L 12. Analyze an article to identify features of an agricultural region and explain sustainable farming practices to others.

PS 3. In response to an inquiry question, integrate information from two sources on the same topic.

PS 6. Identify evidence from a source in response to an inquiry question.

PS 7. Describe a specific local, regional, and/or national issue and explain various strategies students and others could use in working alone and together to address it.

Key Literacy Standards

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the topic.

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.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

L 13. Explain why industries form in regions where a natural resource is plentiful, and describe how extracting that resource shapes the land.

L 14. Synthesize learning about examples of human adaptation in U.S. regions by citing evidence from multiple sources.

L 15. Explain how a region's land led people to adapt using evidence from cluster sources.

Challenges and Responses | 7 Lessons

How do communities respond to regional challenges of the United States?

L 16. Ask questions about how communities respond to natural disasters in the United States by examining a set of images.

L 17. Examine two responses to wildfires in the West and gather evidence of how communities are using Indigenous knowledge to bring back prescribed burns.

L 18. Analyze the benefits of two strategies to address the problem of storm surge from hurricanes.

L 19. Gather evidence from sources to identify the causes and impacts of coastal flooding in the Northeast and two strategies communities use to respond.

L 20. Synthesize evidence about how communities respond to natural disasters in the United States.

L 21. Argue for a strategy to address a regional challenge using evidence from cluster sources.

L 22. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.

Summative Assessment | 2 Days

During this unit, students explored the diverse regions of the United States—the cultures that shaped them, how people have adapted to the land, and the challenges different regions face. Students learned that natural disasters such as flooding affect regions in serious ways and that communities and governments respond using a range of strategies. The Summative Assessment focuses on flooding, a growing challenge for Massachusetts.

In the Summative Assessment, students work in project teams over two days to create a PSA (public service announcement) poster about flooding. On Day 1, students are reintroduced to flooding as a regional challenge that is particularly relevant to their community and learn that it affects both coastal and inland communities. They evaluate strategies that communities and states use to respond, choose two to focus on, and complete a planning guide. On Day 2, students use their completed planning guide to create a PSA poster that names the problem, recommends strategies, and makes a call to action backed by evidence. Then, they share their work in a brief Gallery Walk. Finished PSAs are displayed publicly so students' work reaches an authentic audience.

Investigating History

Grade 4, Unit 5

Regions of the United States



How do the people, the land, and the challenges of a place shape each region of the United States?

Framing the Unit

The first cluster examines how diverse peoples have shaped the cultures of different regions of the United States. Students learn about the settlement patterns of Indigenous nations, enslaved Africans, and waves of immigrants from around the world, including Europeans and later groups from Latin America, Asia, and Africa. Through investigations of regional cuisine, art, and music, students discover how diverse peoples have left lasting cultural contributions in each region. Students work in regional expert groups throughout the cluster, building deep knowledge of the cultures of their assigned region.

The second cluster investigates how people have adapted to and shaped the land in different regions. Continuing to work in regional expert groups, students explore how each region's climate, topography, and natural resources shape what is possible for the people who live there. They examine how Indigenous peoples, farmers, and industries have adapted to regional conditions and, in some cases, changed the land in the process.

The third cluster investigates how communities respond to regional challenges, focusing on natural disasters. Students learn that different regions face different disasters: wildfires in the West, hurricanes and storm surge in the Southeast, and nor'easters and coastal flooding in the Northeast. They examine the strategies governments and communities use to mitigate harm and prepare for future disasters, including prescribed burns, seawalls, mangrove forests, managed retreat, and oyster reef restoration. An optional extension explores how the people of New Orleans drew on their culture and traditions to recover after Hurricane Katrina.

The Summative Assessment asks students to recommend a flooding strategy for their community and create a public service announcement poster urging a specific audience to take action. Students apply knowledge from Clusters 2 and 3 to explain why flooding happens where they live and then draw on evidence from across the unit to make an evidence-based argument aimed at a real audience.

Prepare to teach this unit by exploring the [Background Brief: Regions of the United States](#), which was designed to help you build content knowledge through a variety of resources. The

Unit Overview

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. When people move, they bring their cultural traditions with them. These traditions blend with and build upon the cultures already rooted in a place. This creates the diverse regional identities we see across the United States today.
2. People adapt to the land where they live, using its climate and resources to build communities, economies, and industries. The ways people have used the land, from building homes to developing industries, reflect the needs and knowledge of every group that has lived there.
3. Communities face different natural disasters depending on where they live. People respond by working together and drawing on what their region offers and what its people know: natural resources, local knowledge, and cultural traditions.

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:

- Massachusetts is home to a diverse range of cultures and communities. For example, one of the largest Cambodian communities in the United States lives in the city of Lowell. Each August, the community holds the Lowell Southeast Asian Water Festival. People come from around the country for dragon boat races, food, music, and dance. In 2010, the city officially named part of Lowell “Cambodia Town” to honor the community’s role in revitalizing the neighborhood. Read the article from NewEngland.com “[Welcome to Cambodia Town | A Celebration of Cambodian Culture in Lowell, Massachusetts](#)” to learn more.
- Renewable energy comes from sources that don't run out, like sunlight, wind, and moving water. Unlike coal or oil, these resources can be used again and again. People are building more renewable energy now because it makes electricity without the air pollution from burning fossil fuels and because it has become one of the fastest, most affordable ways to meet the growing need for power. One local example is [Vineyard Wind](#), the first large offshore wind farm in the United States. It was completed in 2026, and, when fully running, it is expected to power around 400,000 Massachusetts homes.
- Indigenous fire practices are returning across the West. In 2024, California passed a law recognizing the right of Indigenous nations to bring back cultural burning, and in 2025, the Karuk Tribe became the first to sign an agreement with the state to lead these burns on their ancestral lands. Tribes like the Karuk and Yurok are now using fire the way their ancestors did, working alongside state and federal agencies to keep forests healthy and prevent the most destructive wildfires. Read the press release “[California](#)

[Partners with Karuk Tribe on Groundbreaking Cultural Burning Agreement](#)” to learn more.

Vocabulary (in order of appearance)

Tier 3 Vocabulary		
emigrate immigrate	natural disaster Indigenous knowledge	
Priority Tier 2 Vocabulary		
region culture diverse cuisine adapt	climate natural resource agriculture sustainable extract	industry strategy mitigate coastal flooding

Lesson Clusters

Cluster 1: Peoples and Cultures (Lessons 1-8)

How have diverse cultures influenced regions in the United States?

Focus Standards: 4.T4.4, 4.T4a.1, 4.T4a.4, 4.T4a.5, 4.T4b.1, 4.T4b.2, 4.T4c.1, 4.T4c.2, 4.T4d.1, 4.T4d.3, 4.T4e.1, 4.T4e.3, PS 3, PS 6, PS 6, RI.4.9, SL.4.1

In this cluster, students investigate how diverse peoples have shaped the cultures of different regions of the United States. Students learn about the settlement patterns of different cultural groups across regions, including Indigenous nations who were here first, enslaved Africans who were brought against their will, European immigrants, and later waves of immigrants from around the world. Through investigations of regional cuisine, art, and music, students discover how diverse peoples have left lasting cultural contributions in each region of the United States. Students work in regional expert groups throughout the cluster, building deep knowledge of the cultures of their assigned region. In the Formative Assessment, students create a Cultural Diversity Map that illustrates the cultural contributions of people in their region.

Cluster 2: Land and Adaptation (Lessons 9-15)

How have people adapted to and shaped the land in different regions?

Unit Overview

Focus Standards: 4.T4a.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, PS 3, PS 6, PS 7, RI.4.3, SL.4.1, W.4.1, W.4.2

In this cluster, students investigate how people have adapted to and shaped the land in different regions of the United States. Students learn that each region's climate, topography, and natural resources make different ways of life possible and that people respond to the land by building homes, farming, and developing industries such as mining, drilling, and logging. They also explore how these activities can shape and sometimes harm the land and how people use sustainable practices to care for it. Students continue working in regional expert groups, building deep knowledge of how people in their assigned region have adapted to its particular conditions, including the knowledge of the Indigenous nations who have lived there longest. In the Formative Assessment, students write an explanation of how a feature of their region's land led people to adapt to it in two different ways.

Cluster 3: Challenges and Responses (Lessons 16-22)

How do communities respond to regional challenges of the United States?

Focus Standards: 4.T4a.4, 4.T4a.5, 4.T4b.1, 4.T4b.2, 4.T4b.3, 4.T4c.1, 4.T4c.2, 4.T4d.1, 4.T4d.3, 4.T4e.1, 4.T4e.4, PS 3, PS 6, PS 7, RI.4.3, SL.4.1, W.4.1, W.4.8

In this cluster, students investigate how communities respond to the regional challenges they face because of where they live. Students learn that a region's land and climate shape which natural disasters it is most vulnerable to: wildfires in the hot, dry West; hurricanes and storm surge along the warm Southeast coast; and nor'easters and coastal flooding in the Northeast. Through investigations of specific challenges, students examine the strategies that governments, communities, and Indigenous nations use to respond. In the Formative Assessment, students choose one regional challenge and write an evidence-based grant proposal recommending a strategy and naming who should receive funding to carry it out.

Summative Assessment: Regions of the United States (Lessons 23-24)

Focus Standards: 4.T4b.3, PS 3, PS 6, PS 7, SL.4.1, W.4.1

During this unit, students explored the diverse regions of the United States—the cultures that shaped them, how people have adapted to the land, and the challenges different regions face. Students learned that natural disasters such as flooding affect regions in serious ways and that communities and governments respond using a range of strategies. The Summative Assessment focuses on flooding, a growing challenge for Massachusetts.

In the Summative Assessment, students work in project teams over two days to create a PSA (public service announcement) poster about flooding. On Day 1, students are reintroduced to flooding as a regional challenge that is particularly relevant to their community and learn that it affects both coastal and inland communities. They

Unit Overview

evaluate strategies that communities and states use to respond, choose two to focus on, and complete a planning guide. On Day 2, students use their completed planning guide to create a PSA poster that names the problem, recommends strategies, and makes a call to action backed by evidence. Then, they share their work in a brief Gallery Walk. Finished PSAs are displayed publicly so students' work reaches an authentic audience.

Unit Focus Standards

Content Standards

- **4.T4.4:** Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).
- **4.T4a.1:** On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).
- **4.T4a.4:** Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.
- **4.T4a.5:** Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).
- **4.T4b.1:** On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.
- **4.T4b.2:** Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.
- **4.T4b.3:** Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.

Unit Overview

- **4.T4c.1:** On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).
- **4.T4c.2:** Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.
- **4.T4d.1:** On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).
- **4.T4d.3:** Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.
- **4.T4e.1:** On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.
- **4.T4e.3:** Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.
- **4.T4e.4:** Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.

Practice Standards

- **PS 3:** In response to an inquiry question, integrate information from two sources on the same topic.
- **PS 6:** Identify evidence from a source in response to an inquiry question.
- **PS 7:** Describe a specific local, regional, and/or national issue and explain various strategies students and others could use in working alone and together to address it.

Literacy Standards

- **RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak knowledgeably about the topic.

Unit Overview

- **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.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.

Vocabulary List



Grade 4, Unit 5: Regions of the United States

Vocabulary List

Peoples and Cultures (Lessons 1-8)

Lesson	Word	Definition
1	region (n.)	a geographic area with common features
2	culture (n.)	the knowledge, beliefs, and ways of life shared by a group of people
2	diverse (adj.)	differing from one another
3	emigrate (v.)	to leave one's native country to live somewhere else
3	immigrate (v.)	to move to another country to live permanently
4	cuisine (n.)	a style of cooking that is characteristic of a country or region

Land and Adaptation (Lessons 9-15)

Lesson	Word	Definition
9	adapt (v.)	to change to fit the environment
10	climate (n.)	the long-term weather patterns of a region
10	natural resource (n.)	an element found in nature that is useful or has value to humans
12	agriculture (n.)	the practice of growing crops and raising farm animals for food
12	sustainable (adj.)	a way of using a resource while leaving enough for the future
13	extract (v.)	to take a natural resource out of the land or water
13	industry (n.)	a group of businesses that process a resource into products

Challenges and Responses (Lessons 16-22)

Lesson	Word	Definition

Vocabulary List

16	natural disaster (n.)	a sudden event in nature that causes a lot of damage, such as a flood, storm, drought, or wildfire
16	strategy (n.)	a planned way to reach a goal or solve a problem
17	Indigenous knowledge (n.)	understandings and practices that Indigenous peoples have built over thousands of years by observing and caring for the land
18	mitigate (v.)	to make something less harmful
19	coastal flooding (n.)	when ocean water rises and flows onto land, flooding communities near the shore

LESSON PLANS

Peoples and Cultures

How have diverse cultures influenced regions in the United States?

CONTENTS

Lesson 1

Unit Kickoff

Lesson 2

Cultural Traditions

Lesson 3

Cultural Movement

Lesson 4

Regional Cuisine

Lesson 5

Regional Art

Lesson 6

Regional Music

Lesson 7

Putting It Together

Lesson 8

Formative Assessment

Overview

In this cluster, students investigate how diverse peoples have shaped the cultures of different regions of the United States. Students learn about the settlement patterns of different cultural groups across regions, including Indigenous nations who were here first, enslaved Africans who were brought against their will, European immigrants, and later waves of immigrants from around the world. Through investigations of regional cuisine, art, and music, students discover how diverse peoples have left lasting cultural contributions in each region of the United States. Students work in regional expert groups throughout the cluster, building deep knowledge of the cultures of their assigned region. In the Formative Assessment, students create a Cultural Diversity Map that illustrates the cultural contributions of people in their region.

Learning Objectives

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

- Identify and describe the diverse peoples who have shaped the culture of a region, including Indigenous nations, African Americans, Europeans, and immigrant groups from around the world.
- Explain how the movement of diverse peoples brought cultural traditions to different regions of the United States and how those traditions influenced regional culture over time.
- Use evidence from at least two sources to support an explanation of how diverse peoples have shaped the culture of a specific region.
- Construct social studies explanations that describe components, order, causes and effects, or cycles using relevant examples and details (WIDA ELD-SS.4-5.Explain.Expressive).

Vocabulary

TIER 2	TIER 3
cuisine culture diverse region	emigrate immigrate

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 3: In response to an inquiry question, integrate information from two sources on the same topic.	3-5, 7-8
PS 6: In response to an inquiry question, develop a plausible claim based on evidence found in a source.	6
PS 6: Identify evidence from a source in response to an inquiry question.	1-2, 7-8

Content Standards

STANDARD	LESSON(S)
4.T4.4: Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).	2-6
4.T4a.1: On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).	1

Cluster 1: Peoples and Cultures

4.T4a.4: Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.	1
4.T4a.5: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).	1-8
4.T4b.1: On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.	1, 8
4.T4b.2: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.	2-8
4.T4c.1: On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).	1, 8
4.T4c.2: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.	2-8
4.T4d.1: On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).	1, 8

4.T4d.3: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.	2-8
4.T4e.1: On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.	1, 8
4.T4e.3: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.	2-8

Literacy Standards

STANDARD	LESSON(S)
RI.4.9: Integrate information from two texts on the same topic in order to write or speak knowledgeably about the topic.	3-4, 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, 5

Unit 5, Cluster 1 Inquiry Chart (Teacher Version)

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.	Culture can relate to food, language, religion, art, music, and dance.
Lesson 3: We examined evidence from maps to see where different immigrant groups settled in the United States.	We learned the regions where immigrant groups settled and shared their cultural traditions.
Lesson 4: We read cuisine cards about some of the cultural groups that shaped the food of our region and recorded what we learned.	The cuisine of each region of the United States has been shaped by the Indigenous peoples already living there and by the cultural groups who settled in that region over time.

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.	Diverse cultural groups have expressed their culture through art and that those art traditions have shaped the cultural identity of different regions of the United States.
Lesson 6: We compared videos of music from different cultural groups to see how one can influence another.	We learned three ways that cultural traditions in music brought by immigrants have influenced musical traditions in the United States.

LESSON 1

Unit Kickoff

EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
SQ	How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Generate questions and observations about the people, land, and challenges that shape regions of the United States by examining images and a map.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about images related to people, land, and challenges in the Northeast.

LESSON OVERVIEW

This lesson kicks off the final unit of the year. Building on what students have learned across fourth grade, this unit invites students to consider what the United States looks like today. Who lives here, how have people adapted to the land, and what challenges do communities face because of where they live? Students begin by examining four images of different places across the United States to surface the idea that the United States is an incredibly large and diverse country. Then, they are introduced to the unit’s Essential Question and the concept of regions as a way of understanding and dividing up a large and diverse country. The lesson closes with a Gallery Walk of images from the Northeast organized around the three threads that will anchor the unit—people, land, and challenges—and students build a Know and Wonder Chart that will guide their inquiry throughout.

LESSON STANDARDS

PS 6, 4.T4a.1, 4.T4a.4, 4.T4a.5, 4.T4b.1, 4.T4c.1, 4.T4d.1, 4.T4e.1, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 1 Slide Deck
☐ Notice and Wonder Chart
☐ Unit 4.5 Word Wall Vocabulary Cards
☐ Unit 5 Know and Wonder Chart
☐ Northeast Gallery Walk Images
VOCABULARY
region

LESSON AT A GLANCE

Component	Time
Kick Off the Unit	5
Introduce the Essential Question	5
Build a Know and Wonder Chart	20

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 Notice and Wonder Chart and the Know and Wonder Chart.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports generation of observations on the Notice and Wonder Chart.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the image analysis and the Know and Wonder Chart. Provide a couple of question starters from the LLB for students to use when developing questions during both activities.
- [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 starters from the LLB when working on the Notice and Wonder Chart and the Know and Wonder Chart. Encourage partners to elaborate on each other's ideas to develop questions during both activities.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question starters 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 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 elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 1: Unit Kickoff

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**ADVANCE PREPARATION**

Prepare for this lesson:

- Print the [Northeast Gallery Walk Images](#) (in color if possible) and display them around your classroom. Feel free to add any other images you think will resonate with students related to the Northeast region, ideally reflecting its cultural diversity or physical geography. If possible, acquire clipboards for students to use during the Gallery Walk.
- Prepare the [Unit 5 Know and Wonder Chart](#) or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 5 and the Essential Question at the top, with two sections labeled below: "What do you already know?" and "What do you wonder?" Students will also need sticky notes for this activity.
- The vocabulary word *region* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Set up for the unit:

- Display a large map of the United States on your classroom wall. This lesson introduces students to a map of the five geographic regions of the United States. Keep this map posted for students to reference throughout the unit. You will also need a large map of the United States for the Lesson 8 Formative Assessment, so look ahead to that lesson to prepare.
- Print (and laminate if possible) the [Unit 4.5 Word Wall Vocabulary Cards](#) that will be used throughout this unit. [Blank Word Wall Vocabulary Cards](#) for multilingual learners is also available. Directions for creating transanguaging Word Wall cards in home language(s) other than English are included in this document.
- Prepare space in the classroom for the Unit 5 Word Wall.
- Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder. Students will refer to handouts from lessons throughout this unit when it's time to put together what they've learned to answer the Supporting and Essential Questions.

Prepare to teach the unit:

- Explore the [Background Brief: Regions of the United States](#), 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.
- Note: **Standard 4.T4b.4** is outside of the scope of this unit, as it describes examples of national cultural and civic resources in Washington, DC, such as monuments and government buildings. To address this standard, one recommendation is to select a read-aloud book (such as *Mission Washington, DC: A Scavenger Hunt Adventure* by Catherine Aragon) that can be read and discussed in parallel with the lessons of this unit.

Lesson 1: Unit Kickoff

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Kick Off the Unit (5 minutes)

Slide 2: Launch the unit with an image association activity. Display four images:

- The observatory at Mauna Kea, a volcano on Hawai'i that is sacred to Native Hawaiians
- Times Square in New York City
- The Dragon Gate at San Francisco's Chinatown
- Theodore Roosevelt National Park in the badlands of western North Dakota

Ask: *What do all of these images have in common?*

Give students a moment to share what they think. If it doesn't surface naturally, reveal that they are all part of the United States.

Slide 3: Facilitate a Turn and Talk: *What does that tell us about the United States?* Possible responses:

- The United States is very big.
- Different parts of the country look completely different.
- There are many different kinds of land and people across the country.

Slide 4: Explain that students have already begun to understand why the United States is so diverse.

- In Unit 4, we learned the history of how the United States grew from 13 colonies to 50 states, why so many people moved to the American West, and how that growth affected different groups of people, including Indigenous nations.
- In Unit 5, we turn to the present to explore what the United States looks like today. We will learn about the diverse people who live here today, the land they live on, and the challenges their communities face.

Slide 5: Prepare students to be geographers.

- Explain that geographers study Earth's surface and the people who live on it.



TEACHING TIP

The examples of cultural diversity and human adaptation that students will investigate in this unit have deep historical roots that reflect centuries of movement, adaptation, and struggle. Whenever possible, invite students to connect what they already know from previous fourth-grade units to what they are discovering in Unit 5.

Lesson 1: Unit Kickoff

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- Display an image of planet Earth from space. Point out how big it is.

Ask: *What are ways we could study something so large?*

Possible responses:

- Break it into smaller parts.
- Look at one country at a time.
- Study one area at a time.

Slide 6: Explain that because Earth (and even just the United States) is so diverse, geographers use smaller units called *regions* to look at and compare features and find patterns. This is exactly what we will do in this unit!



LEARN MORE

To learn more about why and how geographers use regions, see the section “Regions in Geography” in “[World Regional Geography: Geography Basics](#)” from Lumen Learning.

Introduce the Essential Question (5 minutes)

Slide 7: Introduce the unit’s Essential Question.



How do the people, the land, and the challenges of a place shape each region of the United States?

- Explain that in this inquiry unit, students will investigate five regions of the United States. They will learn about the people who shaped each region’s culture. They will learn about how people adapted to and shaped the land, and they will learn about the challenges communities face because of where they live.
- Explain that learning through inquiry means students will work like historians and geographers to discover their own answer to the unit’s Essential Question.

Slide 8: Introduce a new vocabulary word students will need to know for this lesson: *region*.

- Say the word: *region*
- Use the word in context: *Geographers group places with common features into regions to help us study and compare them.*
- Share the student-friendly definition: *a geographic area with common features*

Lesson 1: Unit Kickoff

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- 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 9: Highlight the word's features:

- It comes from the Latin word *regio*, meaning “direction, boundary, or territory.”
- Related word: regional (adjective, meaning “relating to a region”)

Slide 10: Show a map of the five geographic regions of the United States.

Explain that people organize land into regions in different ways. This map shows a common way that geographers and educational organizations divide up the United States. We will use these five regions as a way to understand the United States: the Northeast, Southeast, Midwest, Southwest, and West.

Ask: *What do you notice about how states are grouped together? Why do you think these states were grouped together?*

Prompt students to turn and talk. Invite 2 or 3 students to share. Possible responses:

- It's interesting that Alaska and Hawaii are part of the West, even though they're so far apart.
- Some regions seem bigger than others. The Northeast is the smallest region.
- The states are grouped together because they're close to each other.

Then ask: *What region is Massachusetts in?*

Explain that students will spend this unit investigating all five regions, but that in today's lesson they will start with the one they live in: the Northeast.



TEACHING TIP

The five regions in this unit reflect the Massachusetts Curriculum Frameworks for History and Social Science. Other systems divide the country differently: The U.S. Census Bureau uses four regions, grouping the Southwest into a broader West, and geographers sometimes draw regions based on climate, landforms, or natural resources. This is a good opportunity to remind students that regions are human-made tools for organizing and studying the world, and that boundaries shift depending on purpose.

Lesson 1: Unit Kickoff

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Build a Know and Wonder Chart (20 minutes)

Slide 11: Distribute clipboards (if available) and the [Notice and Wonder Chart](#) to each student. Explain that 12 images are posted around the room. Students will browse the images (no talking!) and jot down their observations and questions as they go.

Students should aim to record at least three or four observations and questions as they move through the gallery. They do not need to stop at every image.

Allow approximately 8 minutes for the Gallery Walk.

Slide 12: Introduce the [Unit 5 Know and Wonder Chart](#) in your chosen format.

- Ask students to discuss with their partner what they know about the people, land, and challenges of the Northeast. Each pair of students should choose one thing they know from the Gallery Walk images and write it on a sticky note.
- Then, ask students to discuss with their partner what they wonder about the people, land, and challenges of the Northeast. Each pair of students should choose one thing they wonder from the Gallery Walk images and write it on a sticky note.
- Call each pair to the Know and Wonder Chart to read their sticky notes and place them on the chart.
- If a later pair has a similar “Know” or “Wonder,” their sticky notes can be grouped together on the chart.

Explain that students will return to these questions throughout the unit to see which have been answered and what new questions have emerged.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) and [Observe Language and Literacy Builder \(3-5\)](#) to support the generation of observations and questions.

Lesson 1: Unit Kickoff

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LESSON 2

Cultural Traditions

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE

Ask questions about how diverse peoples have shaped the cultures of regions in the United States by responding to a read-aloud.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about cultural traditions in the United States.

LESSON OVERVIEW

This lesson launches the Cluster 1 Supporting Question: *How have diverse cultures influenced regions in the United States?* First, students are introduced to the idea of cultural traditions through their own family experiences. Then, students listen to a read-aloud about an Italian immigrant who passed traditions down through his family and shared them with his community. Students connect with cultural traditions they may know from their own family. They brainstorm examples of traditions immigrants bring when moving to a new country. Finally, students generate questions about how people have shaped the cultures of regions across the United States. They prioritize their questions and add them to the Cluster 1 Inquiry Chart, which will anchor their investigation throughout the cluster.

LESSON STANDARDS

PS 6, 4.T4.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, SL.4.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 2 Slide Deck](#)
- ☐ [Cluster 1 Inquiry Chart](#)
- ☐ [All the Way to America: The Story of a Big Italian Family and a Little Shovel](#)

VOCABULARY

culture
diverse

Lesson 2: Cultural Traditions

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LESSON AT A GLANCE

Component	Time
Activate Prior Knowledge	5
Build the Word Wall	5
Launching the Question	20

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 during the Launching the Question routine.

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

English Proficiency Levels 1-2:

- Provide students with one or two question starters from the Question LLB to generate questions. Pair students with a language-proficient peer when possible. Allow students at this level to translate the Supporting Question.
- [Look Fors](#): Oral responses should use relevant question starters from the Question LLB and include simple elaboration of ideas related to the read-aloud and QFocus statement. During the prioritization activity, students should be able to indicate a question choice to their partner. Students should generate and share at least one question orally with a peer or the teacher, even if not with the whole class.

English Proficiency Levels 3-4:

- Encourage students to choose relevant question starters from the Question LLB. During the question prioritization activity, encourage partners to explain why a particular question might help answer the Supporting Question.
- [Look Fors](#): Oral responses should include questions using starters from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions. During the question prioritization activity, encourage students to build on their partner's ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question.

Lesson 2: Cultural Traditions

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**ADVANCE PREPARATION**

Acquire a copy of [*All the Way to America: The Story of a Big Italian Family and a Little Shovel*](#) by Dan Yaccarino to read aloud to students. If you'd prefer, you can also use the video of the author reading the book aloud from Gotham Reads: "[All the Way to America Read by Dan Yaccarino](#)." Preview the video before the lesson to familiarize yourself with the content.

Have the Unit 5 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 1 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

The vocabulary word *culture* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Lesson 2: Cultural Traditions

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Activate Prior Knowledge (5 minutes)

Slide 2: Activate prior knowledge with a Think-Pair-Share about family holiday traditions.

- **Think:** Ask students to think silently about a holiday that is special to their family. Have them give a thumbs-up when they have an idea.
- Click the slide to reveal the second prompt: *Now think about ways that your family celebrates this holiday that have been passed down through generations.* Give students another quiet moment to think
- If students need clarification, explain that *generations* refers to ways of celebrating that come from grandparents or great-grandparents. Sharing a brief story of your own can model the kind of thinking you're looking for.
- **Pair:** Have students share with a partner about their holiday and the traditions they identified.
- **Share:** Ask for volunteers to share their ideas. Be sensitive to students who may have complicated family histories that may not want to share.



TEACHING TIP

The book *All the Way to America* by Dan Yaccarino is just one example of a book about immigration to the United States that could work with this lesson. If you have another book in your classroom library that would achieve the same objective, feel free to adapt this lesson to use that book. The goal is to introduce students to the idea that when people move to a new country, they bring their cultural traditions with them.

Build the Word Wall (5 minutes)

Slide 3: Introduce a new vocabulary word students will need to know for this lesson: *culture*.

- Say the word: *culture*
- Use the word in context: *When families move to a new place, they bring their culture with them.*
- Share the student-friendly definition: *the knowledge, beliefs, and ways 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.

Lesson 2: Cultural Traditions

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Slide 4: Highlight the word's features.

- This word is used in many combinations, such as *modern culture*, *local culture*, *ancient culture*, *national culture*.
- It also shares the Latin root *cult* (meaning “to grow”) with *agriculture*.
- culture = knowledge, cuisine, arts, etc. that people have grown over time
- agriculture = to grow food and animals

Slide 5: Introduce a new vocabulary word students will need to know for this lesson: *diverse*.

- Say the word: *diverse*
- Use the word in context: *The United States is made up of many diverse cultures.*
- Share the student-friendly definition: *differing from one another*
- 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.



SUPPORT ALL STUDENTS

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.



Launching the Question (20 minutes)

SPARK CURIOSITY



CULTURAL COMPETENCE

The main character in *All the Way to America* mentions going to a cultural feast in Little Italy in New York City. Tell students that there is an Italian neighborhood in Boston called the North End where people from Italy settled and maintain cultural traditions. They also have big cultural feasts like [Saint Anthony's Feast](#). If there is a predominant immigrant community with children in your classroom, learn more about cultural traditions of that group to share with your class.

Slide 6: Prepare students for a read-aloud by inviting students to sit on the floor with a shoulder partner.

Lesson 2: Cultural Traditions

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Cluster 1: Peoples and Cultures

Introduce the read-aloud: *Today we are going to share a book about a family that brought their Italian culture to America and passed traditions down through generations. The traditions also spread through the community.*

Share a reading purpose: *As you listen, think about the cultural traditions Miguel's family brought with them. What made those traditions important to pass down?*

Read *All the Way to America* by Dan Yaccarino. If the book is not available, show the YouTube video of the author reading the book.

Slide 7: Explain that Michele's family is one example of people bringing their culture with them when they move, but there are many more stories like theirs. Share the QFocus statement: *The United States is home to many diverse peoples and cultures.*

Prompt students to generate questions:

- Ask as many questions as you can about this statement.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Cluster 1 Supporting Question:



How have diverse cultures influenced regions in the United States?

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of questions as they consider the read-aloud and QFocus.

Lesson 2: Cultural Traditions

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Slide 9: Prioritize questions. Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 10: Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use maps, music, art, and food to explore how diverse peoples have shaped the cultures of each region of the United States, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document in Lesson 7 and throughout the unit, so it is essential that you preserve students' thinking here.



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 2: Cultural Traditions

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LESSON 3

Cultural Movement

EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
SQ	How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify settlement patterns of diverse peoples in different regions of the United States using evidence from maps.	Describe where diverse peoples settled in the United States using map evidence and the words <i>immigrate</i> and <i>emigrate</i> in collaborative discussion.

LESSON OVERVIEW

In this lesson, students investigate the diverse people who settled in different regions of the United States and begin to predict how those settlement patterns may have shaped regional cultures. The lesson begins by revisiting the Native Land Digital map from Unit 4 to establish that Indigenous nations were present in every region of the United States before any immigrants arrived. Then, students investigate settlement patterns of immigrants from around the world, using a series of maps showing where different groups of people settled between 1860 and 1930. Students use evidence from these maps to circle and label settlement regions in their own maps. The lesson closes with a region assignment activity in which students are placed in regional expert groups and begin investigating the diverse peoples who settled in their assigned region.

LESSON STANDARDS

PS 3, 4.T4.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, RI.4.9
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 3 Slide Deck ☐ Cultural Movement Notes Organizer ☐ Cultural Movement Notes Organizer (Teacher Version)
VOCABULARY
emigrate immigrate

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Analyze Settlement Patterns	20
Optional Extension: Zoom In on the Northeast	10

Lesson 3: Cultural Movement

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Plan for English Learner Success

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

- [Cultural Movement Notes Organizer \(Sentence Frames\)](#): Provides sentence frames to support responses to the regional expert group questions.

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

English Proficiency Levels 1-2:

- When forming regional expert groups, be intentional about placing students with language-proficient peers. Have students rehearse their responses using the sentence frames on the handout, pointing to evidence on their map.
- Look Fors: Students should be able to complete at least one sentence frame per question with support from their group members or teacher. Oral responses should use the sentence frames with simple elaboration drawn directly from the maps.

English Proficiency Levels 3-4:

- Encourage students to use the sentence frames as a starting point and then add one specific detail from the maps to complete each response. Prompt students to use a word from the *immigrate* or *emigrate* word family in at least one response.
- Look Fors: Students should respond to all three questions using the sentence frames with relevant details from the maps. Students should be able to participate in the group discussion using the provided sentence frames and their notes.

English Proficiency Levels 5-6:

- Students may choose to use the sentence frames as a starting point. Encourage students to expand beyond the frames in written responses and to use *immigrate* and *emigrate* naturally during discussion. Students should be able to explain the difference between the two maps.
- Look Fors: Written responses should include specific details from both maps without relying solely on the sentence frames. Students should be able to generate at least one specific question about how a cultural group shared their region. Students should participate in both the group discussion and the whole-class share-out using at least one word from the *immigrate* or *emigrate* word family.



ADVANCE PREPARATION

Acquire six different colored pencils per student for the map activity.

Create five regional expert groups before the lesson (one group per U.S. region). Be intentional in how you select groups, as students will work within these groups for the remainder of Cluster 1 and Cluster 2.

Lesson 3: Cultural Movement

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Build the Word Wall (10 minutes)

Slide 2: Revisit the Native Land Digital map from Unit 4. Ask: *Do you remember this map? What does it show?*

Possible response: It shows the ancestral lands of Indigenous nations in North America.

Slide 3: Remind students of the Cluster 1 Supporting Question



How have diverse cultures influenced regions in the United States?

Provide the following lesson context and connect to yesterday's lesson:

- In the previous lesson they learned about one immigrant family's cultural traditions.
- Today they will zoom out to investigate the many people who migrated to the United States and settled in different regions.
- However, it's important to remember that immigrants were not settling on empty land—Indigenous nations in the West controlled their land, while Indigenous nations in the East were still fighting for their land that had been taken by U.S. government treaty or force.
- In order to understand the diverse cultures of the United States, we will need to learn about the cultures of both the Indigenous nations already living on the land and the immigrants who settled in the land.

Slide 4: Introduce a new vocabulary word students will need to know for this lesson: *immigrate*.

- Say the word: *immigrate*
- Use the word in context: *Some people immigrate to the United States for job opportunities.*
- Share the student-friendly definition: *to move to another country to live permanently*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question*



CULTURAL COMPETENCE

The [Native Land Digital](#) map is created using contributions from Indigenous communities. It is a work in progress, and does not represent legal boundaries of Indigenous nations.

This is also an opportunity to discuss the map itself as a source: who made it, why, and what its limitations are. Native Land Digital encourages people to do their own research and engage with communities and history themselves. For more context on the map and complexity of mapping tribal lands, see the article "[Which Indigenous Lands Are You On? This Map Will Show You](#)" from NPR.



LEARN MORE

If you are interested in the nuances between the terms *immigrant* and *emigrant*, see this post on usage from Merriam-Webster: "[Must an 'Immigrant' Also Be an 'Emigrant'?](#)"

Lesson 3: Cultural Movement

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Cluster 1: Peoples and Cultures

using the word. Encourage multilingual learners to translate the word into their home language.

- Add the word to the Word Wall.

Slide 5: Highlight the word family of *immigrate*:

- (verb) immigrate, usually used with the word “to”
- (base verb) migrate = to move
- (noun) immigration = the act of moving to a new country
- (noun) immigrant = a person who has come to a new country to live
- Hint! Immigrate starts with “i” like “into.”

Slide 6: Introduce a new vocabulary word students will need to know for this lesson: *emigrate*.

- Say the word: *emigrate*
- Use the word in context: *In the 1860s, many people decided to emigrate from Germany in search of a better life.*
- Share the student-friendly definition: *to leave one’s native country to live somewhere else*
- 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 7: Highlight the word family of *emigrate*:

- (verb) emigrate, usually used with the word “from”
- (base verb) migrate = to move
- (noun) emigration = the act of leaving a country to live somewhere else
- (noun) emigrant = a person who has left their native country
- Hint! Emigrate starts with “e” like “exit.”

Lesson 3: Cultural Movement

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Analyze Settlement Patterns (20 minutes)

Slide 8: Distribute the [Cultural Movement Notes Organizer](#).

Explain that today students will investigate where diverse groups of people settled across the United States using a series of maps. As they progress through each map, students should label the region being discussed on their own map. Clarify the following points:

- Some regions will overlap.
- Some regions will have a few states that don't belong. That's okay! The objective is to look for larger patterns of settlement.
- Students should use different colored pencils for each group for clarity.

Slide 9: Introduce a map showing the African American population in 1860.

- Remind students that they learned in Unit 4 that as the nation grew, some states allowed slavery and some did not. Enslaved people were mostly from countries in Africa or descended from people from Africa.
- Reinforce that people from Africa were taken to the United States against their will. This practice was outlawed in 1808, but people of African descent were still bought and sold as slaves within the United States until 1868, the date of the 14th Amendment.
- Ask: *What patterns do you notice about where people of African descent lived in 1860?*
- Pause to give students time to circle and label this region on their maps. They should circle states mostly in the Southeast region.



SUPPORT ALL STUDENTS

Distribute [Cultural Movement Notes Organizer \(Sentence Frames\)](#) to students who would benefit from sentence frames for the second part of this activity.



TEACHING TIP

Information about why emigrants left their homelands is shared on Slides 9–14. This context is provided as a resource in case student interest is piqued on the topic. It is not necessary to meet the objectives of the lesson. You can simplify the lesson by skipping over the text on those slides.

Lesson 3: Cultural Movement

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Slide 10: Introduce the map “Top Country of Origin by State.”

- Explain that the countries labeled on the states indicate the top country of foreign-born people in that state in the year 1860.
- Take a moment to unpack what this means. For example, for Massachusetts in this time period, if someone was born in another country they most likely were born in Ireland.
- It does not mean that Irish people outnumbered other people living in Massachusetts at the time.



LEARN MORE

To learn more about the stories of different immigrant groups, see this resource from the Library of Congress: “[Immigration and Relocation in U.S. History](#),” including the “[Global Timeline](#).”

Slides 11–13: Invite students to notice European settlement patterns between 1860 and 1900.

- **Slide 11:** Explain why Irish immigrants left Ireland and where they settled in the United States. Pause to give students time to circle and label this region (the Northeast and Southeast) on their maps.
- **Slide 12:** Explain why German immigrants left Prussia and the independent German states and where they settled in the United States. Pause to give students time to circle and label this region (the Midwest) on their maps.
- **Slide 13:** Explain why English immigrants left England and where they settled in the United States. Pause to give students time to circle and label this region (the West) on their maps.

Slide 14: Invite students to notice Chinese settlement patterns in the 1880s.

Remind students about what they learned in Unit 4 about the Gold Rush and the Transcontinental Railroad.

- Many Chinese immigrants stayed in the West after the railroad was finished.
- Tell students that discrimination against Chinese people was widespread, which made it hard for Chinese immigrants to thrive in the United States. Many lived in communities called “Chinatowns” in urban areas.

Pause to give students time to label this region on their maps.

Lesson 3: Cultural Movement

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Slide 15: Invite students to notice Mexican settlement patterns in the early 1900s.

Remind students about what they learned in Unit 4 about the Mexican–American War.

- Once territory that is now the Southwest states became part of the United States, Mexican citizens in that area became United States citizens.
- Mexican immigration expanded between 1910 and 1930 and still continues today.

Pause to give students time to label this region on their maps.

Slide 16: Establish regional expert groups.

Explain that for the rest of Cluster 1, students will work in regional expert groups. Each group will build deep knowledge about the diverse cultures and people of their assigned region.

Assign students to their groups: Northeast, Southeast, Midwest, Southwest, West.

Direct students to the second page of their notes organizer. Explain that groups will work through three questions together, one at a time.

Slide 17: Introduce the first question: *Look at the map you created. Which cultural groups are represented in your region?*

Give groups 2 minutes to discuss and record their findings.



TEACHING TIP

Students will work in regional expert groups throughout Clusters 1 and 2. Consider arranging desks into pods and seating students with their group members to facilitate collaboration.



CULTURAL COMPETENCE

It is worth mentioning to students that this ancestry map is based on U.S. Census data, and Indigenous people face the highest census undercount rate of any population group in the United States. For example, the 2020 Census results for American Indians and Alaska Natives (AI/ANs) living on reservation lands were estimated by the Post Enumeration Survey to be undercounted by 5.6 percent. See the announcement “[American Indians and Alaska Natives Living on Reservations Have the Highest 2020 Census Undercount](#)” from the National Congress of American Indians.

Slide 18: Display a 2016 ancestry map and point out the second question: *Now compare your map to the 2016*

Lesson 3: Cultural Movement

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Cluster 1: Peoples and Cultures

ancestry map that your teacher is displaying. Which cultural groups are represented in your region? Is it the same as or different from the map you created?

Give groups 2 minutes to discuss and record their observations.

Slide 19: Finally, prompt students to work with their group to answer the third question: *Based on what you see, what questions do you have about how these groups shaped the culture of your region?*

Give groups 2 minutes to discuss and record their thinking.

Facilitate a brief whole-class share-out (time permitting). Invite one representative from each group to share one insight from their discussion.

Optional Extension: Zoom In on the Northeast *(10 minutes)*

Slide 20: Display the zoomed-in portion of the map showing the Northeast so that students can look at the ancestry of their community.

Ask: Why do you think there are so many cultural groups in the Northeast?

Possible responses:

- Descendents of the Pilgrims and Puritans may still be in the area.
- Many immigrants came to the United States through Ellis Island, and stayed in the area.
- The Northeast is close to the part of Canada colonized by the French. Some people from Canada call themselves French, and some call themselves French Canadian.

Slide 21: Return to the Native Land Digital map and show the Northeast region.

Remind students that we started the lesson looking at this map. The ancestry map we just looked at doesn't show Indigenous peoples because it focuses on the largest ancestry by county, but that doesn't mean they aren't here.

Lesson 3: Cultural Movement

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Cluster 1: Peoples and Cultures

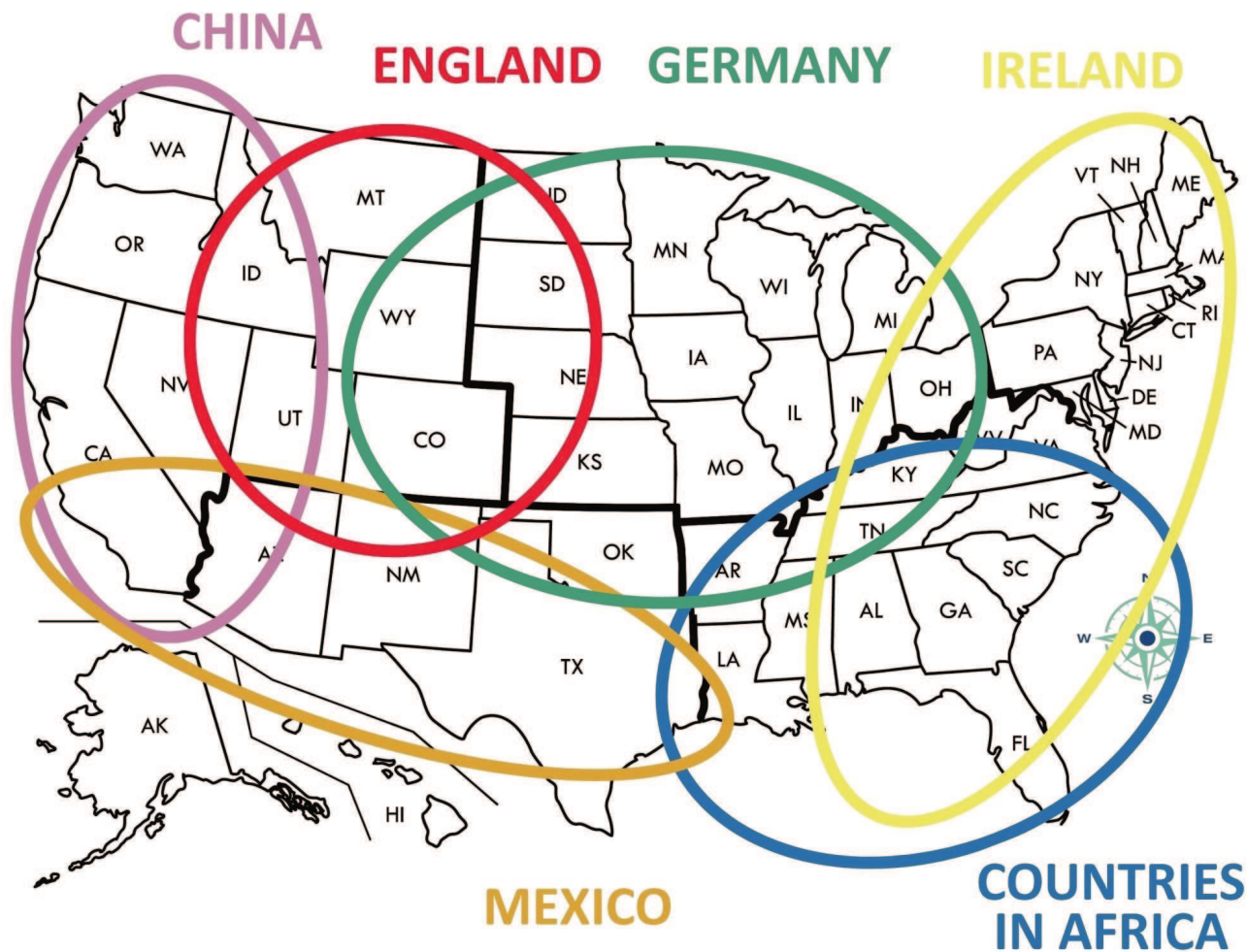
Indigenous nations have been present in the Northeast (and all regions) since time immemorial and are still here today.

Lesson 3: Cultural Movement

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Cultural Movement Notes Organizer (Teacher Version)

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.

Answers may vary. Look for students to use evidence from both maps to identify settlement patterns in their assigned region.

1. My assigned region is: *Answers will vary.*

2. Look at the map you just created. Which cultural group(s) are represented in your region?

- **Northeast:** The cultural group represented in the Northeast region are people who emigrated from Ireland.
- **Southeast:** The cultural groups represented in the Southeast region are people who immigrated to the US from countries in Africa and Ireland.
- **Southwest:** The cultural group represented in the Southwest region are people who emigrated from Mexico.
- **Midwest:** The cultural group represented in the Midwest region are people who emigrated from Germany.
- **West:** The cultural groups represented in the West region are people who emigrated from China and England.

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

- **Northeast:** The Northeast region still has people of Irish ancestry. There are also still a lot of people of German and English ancestry. This is mostly the same as the map I created.
- **Southeast:** The Southeast region still has people of African ancestry. I also see a lot of people of American ancestry. This is different from the map I created because my map focused on immigrant groups. American ancestry suggests people have lived in the United States for so long they think of themselves as Americans.
- **Southwest:** The Southwest region still has people of Mexican ancestry. I also see people with Native/Inuit ancestry. This is mostly the same as the map I created.
- **Midwest:** The Midwest region still has people of German ancestry. This is mostly the same as the map I created.
- **West:** The West region mostly has people of German, Mexican, and English ancestry. This is different from the map I created, which focused on Chinese and English immigration.

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

Answers will vary depending on the assigned region and student curiosity and prior knowledge.

LESSON 4

Regional Cuisine

- EQ** How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ** How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify evidence in images and text that show how diverse cultural groups have shaped the cuisine of a region.	Read the cuisine cards and record key details that can be used to explain how diverse cultural groups shaped regional cuisine.

LESSON OVERVIEW

In this lesson, students investigate how diverse cultural groups have shaped the cuisine of their assigned region. Students begin by connecting personally to the idea of food as a cultural tradition by thinking about a food that is special to their family or culture. After defining the word *cuisine*, students work in their regional expert groups to read and discuss three cuisine cards. Each card features a cuisine important to their region. Students record their findings on a notetaking handout by sketching and labeling one dish or ingredient from each card and recording one interesting fact. The lesson closes with a brief whole-class share-out in which each regional group shares one thing they learned about their region's cuisine.

LESSON STANDARDS

PS 3, 4.T4.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, RI.4.9
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 4 Slide Deck](#)
- ☐ [Regional Cuisine Cards](#)
- ☐ [Student Slide Deck](#)
- ☐ [Regional Cuisine Notes Organizer](#)
- ☐ [Regional Cuisine Notes Organizer \(Teacher Version\)](#)

VOCABULARY

cuisine

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Investigate Regional Cuisine	15
Connect to the Supporting Question	5

Lesson 4: Regional Cuisine

Plan for English Learner Success

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

- [Regional Cuisine Cards Student Slide Deck \(Bolded Text\)](#): Supports identification of important information with bolded key dishes and ingredients.

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

English Proficiency Levels 1-2:

- Distribute the scaffolded cuisine cards with bolded key terms to students/groups who would benefit. Students at this level may focus on two cards rather than three, prioritizing the sketch and label task. Allow students to take notes in their home language and/or copy a sentence directly from the card as their interesting fact.
- Look Fors: Students should be able to complete at least one labeled sketch per card. For the fact-writing task, students may copy a sentence directly from the card or write in their home language. Students may choose not to share with the whole class but should be able to share orally with their group.

English Proficiency Levels 3-4:

- Distribute the scaffolded cuisine cards with bolded key terms. Encourage students to use the bolded terms as anchors when completing their sketch and fact. During group discussion, encourage students to point to evidence on the card before writing their fact.
- Look Fors: Students should complete all three cards with a labeled sketch and one fact per card. Facts may be copied directly from the card but should include a specific detail. Students should participate in group work and discussion.

English Proficiency Levels 5-6:

- Students may use the scaffolded cards as a reference but should be encouraged to write facts in their own words rather than copying directly from the card.
- Look Fors: Written responses should include specific details from the cards in students' own words. Students should readily participate in both group discussion and whole-class share-out.



ADVANCE PREPARATION

Decide how you would like students to interact with the Regional Cuisine Cards:

- If students will interact with the cards digitally, share the slide deck with students and ensure each regional expert group has access to at least one device.
- If students will interact with the cards on paper, print the cuisine cards before the lesson (one set of three per regional expert group). If possible, laminate cards for reuse.

Lesson 4: Regional Cuisine

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Build the Word Wall (10 minutes)

Slide 2: Activate prior knowledge through a Think-Pair-Share. Prompt students to:

- **Think** about a food that is special to your family or culture. It could be something you eat at celebrations, something your grandparents make, or something that reminds you of home.
- **Pair** up with an elbow partner.
- **Share** about the food and why it is important to you.

Then ask a few student pairs to share with the whole class.

Explain the focus for today's lesson with the following talking points:

- In *All the Way to America*, Dan Yaccarino's family kept their Italian food traditions alive no matter where they lived.
- Today we are going to learn about how diverse cultural groups did the same thing across every region of the United States.
- They brought their food traditions with them and shaped the cuisine of their region.

Slide 3: Introduce a new vocabulary word students will need to know for this lesson: *cuisine*.

- Say the word: *cuisine*
- Use the word in context: *When immigrants come to a new country, they bring their cuisine with them.*
- Share the student-friendly definition: *a style of cooking that is characteristic of a country or region*
- 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

To learn more about how people from one nationality influenced cuisines around the world, watch the video from Matthew Li, "[Why Portuguese Food Is Hiding Everywhere](#)" (10:52). Li's video "[American Food, Mapped](#)" (13:25) also does a good job of explaining the many cultural influences on different regions of the United States.

Lesson 4: Regional Cuisine

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Slide 4: Highlight the word's features.

- *Cuisine* is a noun.
- It comes from a French word that originally meant *kitchen*.
- Use French pronunciation: "[kwi-zeen](#)" (this doesn't follow English rules!).

Investigate Regional Cuisine (15 minutes)

Slide 5: Explain that today students will learn about some of the cultural groups that have shaped the cuisine of their assigned region. Every part of the United States has been shaped by the Indigenous peoples who were already there and by the immigrants who settled there over time.

Remind students of their regional expert groups: Northeast, Southeast, Midwest, Southwest, and West.

Slide 6: Distribute or provide access to the [Regional Cuisine Cards Student Slide Deck](#) and [Regional Cuisine Notes Organizer](#). Each group should receive three cuisine cards specific to their assigned region.

Explain the directions:

- Choose one person in your group to read each cuisine card out loud.
- Sketch and label one dish or ingredient from the card.
- Write one interesting fact about the cultural group's cuisine.

Give groups 15 minutes to read their cards together and complete their handouts.



SUPPORT ALL STUDENTS

Distribute the [Regional Cuisine Cards Student Slide Deck \(Bolded Text\)](#) to students who would benefit from a scaffolded version with key dishes and ingredients bolded. Encourage students to focus on the bolded text to help them identify important information as they read.



TEACHING TIP

Encourage students to discuss the cards together before writing or sketching individually. Groups should make sure everyone agrees on which dish or ingredient to sketch and which fact is most interesting before anyone begins recording. This ensures a richer discussion and more consistent group understanding.

Lesson 4: Regional Cuisine

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Connect to the Supporting Question (5 minutes)

Slide 7: Facilitate a brief whole-class share-out. Invite one representative from each regional expert group to share about one of the cultural groups that influenced their region. They should include:

- The name of the cultural group
- One dish or ingredient from the cultural group's cuisine
- One interesting fact about the cultural group's cuisine

You can provide the following sentence frames to support sharing with the class:

- One cultural group that influenced the ____ region is ____.
- One dish/ingredient from their cuisine is ____.
- One interesting fact about ____ is ____.

Slide 8: After all five groups have shared, facilitate a brief synthesis discussion by connecting to the Cluster 1 Supporting Question.

Ask: What do you notice about how different cultures have shaped the cuisine of the United States? What patterns do you see across all five regions?

Possible responses:

- Every region was shaped by Indigenous peoples first.
- Immigrant groups brought food traditions from their home countries.
- Cuisines changed and blended as different groups came together.
- The same ingredients like corn and rice show up in many different regions.

Lesson 4: Regional Cuisine

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Regional Cuisine Notes Organizer (Teacher Version)

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.

Answers will vary depending on students’ assigned region and what they choose to focus on. Look for students to record a specific dish or ingredient and a fact from each card that connects a cultural group to their region’s cuisine. Below are sample responses based on the Southeast region.

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.
Cherokee	Students may sketch any of the following: bean bread, corn, beans, squash, ramps, berries, grape dumplings, rainbow trout.	The Cherokee people grow corn, beans, and squash, and the combination of plants is called the Three Sisters.
African American	Students may sketch any of the following: black-eyed peas, okra, collard greens, cornbread, fried chicken, Hoppin’ John.	What we think of as Southern cooking has its roots in West Africa. What people call “Southern cooking” is Black cooking.
Cuban American	Students may sketch any of the following: Cuban sandwich, rice and black beans, plantains, pork, citrus.	Cuban cuisine is influenced by the Taíno people, Spanish colonizers, and African traditions.

LESSON 5

Regional Art

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify how diverse cultural groups have expressed their culture through regional art using evidence from images and captions.	Describe how diverse cultural groups have shaped the art of a region using visual evidence and details from captions in collaborative discussion.

LESSON OVERVIEW

Students continue their investigation of how diverse cultural groups have shaped the cultures of different regions by turning their attention to regional art. Working in their regional expert groups, students use the Investigating Sources routine to closely observe and analyze examples of art from their assigned region. Students notice key details of each piece of regional art and read the captions to make connections to the cultural history behind each art piece. The lesson closes with a brief whole-class share-out in which each regional group shares one key finding, connecting their observations back to the Cluster 1 Supporting Question: *How have diverse cultures influenced regions in the United States?*

LESSON STANDARDS

PS 3, 4.T4.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 5 Slide Deck ☐ Regional Artwork ☐ Regional Art Notes Organizer ☐ Regional Art Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Investigating Sources: Regional Art	30

Lesson 5: Regional Art

Plan for English Learner Success

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

- [Regional Art Notes Organizer \(Sentence Frames\)](#): Provides sentence frames to support responses in the notes organizer.
- [Observe Language and Literacy Builder \(3-5\)](#): Provides sentence frames to support observations of artwork.

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

English Proficiency Levels 1-2:

- Pre-highlight one or two sentence frames on the Observe LLB for students to use when writing down observations for each piece of artwork. Preview the sentence frames on the notes organizer and draw an arrow from the sentence frames to the final column, so students know where and how to use them. Before writing, have them verbally rehearse their response with a language-proficient peer or adult.
- [Look Fors](#): Written responses should use at least one relevant sentence frame from the Observe LLB and the scaffolded notes organizer. Writing may include simple details pulled from the artwork or caption.

English Proficiency Levels 3-4:

- Encourage students to choose the best sentence frames to use for their response and add two specific details from the artwork or caption. Prompt students to rehearse orally before writing.
- [Look Fors](#): Students are able to draw one conclusion about what the artwork tells us about the group's culture, traditions, values, or daily life using a detail from the artwork or caption. Written responses should use the sentence frames with specific details.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence frames for support or write responses independently.
- [Look Fors](#): Written responses should go beyond the sentence frames and include compound or detailed sentences that clearly explain how the artwork shows the group's culture, traditions, values, or daily life. Students should use evidence from both the artwork and caption.



ADVANCE PREPARATION

Print one set of the three regional art cards in the Regional Artwork document per regional expert group in color. If possible, laminate them or insert them into sheet protectors for reuse.

Lesson 5: Regional Art

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Investigating Sources: Regional Art

(30 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 2: Remind students of the Cluster 1 Supporting Question:



How have diverse cultures influenced regions of the United States?

Provide the following context about today's lesson:

- In our previous lesson, we investigated how diverse cultural groups shaped the cuisine of each region in the United States.
- Today we are going to investigate another way that people have expressed their culture: art.
- Just like food, art traditions travel with people when they move.
- The art of each region tells a story about who lives there and what they value.
- Just like in our previous lesson, you will look at three different examples of art from your assigned region.

Organize students into their regional expert groups. Distribute the [Regional Artwork](#) (one set per group) to students.



TEACHING TIP

There are several strategies to make visual analysis more tactile and interactive. One way is to laminate the art pieces or place them inside sheet protectors. Distribute fine-tip dry-erase markers so students can annotate by circling details, underlining caption text, or writing observations. Annotations can be wiped clean after the class is over for reuse next year. You can also review the "[Teaching Strategy: Crop It](#)" from Facing History & Ourselves.

Lesson 5: Regional Art

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OBSERVE THE DOCUMENT'S FEATURES

Slide 3: Guide students through a first look of their art pieces.

- Prompt students spread all three art pieces out in front of them.
- Encourage students to focus on the images (not the words on the page).
- Guide students to spend 60 seconds looking at all three pieces.

Slide 4: After 60 seconds, invite students to discuss the following questions with their group:

- *What is the first thing that catches your eye?*
- *What do these art pieces make you think of? Do they remind you of anything you've seen before?*
- *What similarities and differences do you notice across the three pieces?*

READ THE DOCUMENT

Slide 5: Distribute the [Regional Art Notes Organizer](#) (one per student). Explain that groups will now work through their three art pieces one at a time. For each piece, students should follow these steps:

- Read the caption carefully.
- Look back at the artwork with the information from the caption in mind. Ask: *What do you notice now that you know more about this piece?*
- Discuss the questions on the notes organizer with your group.
- Take notes individually in your notes organizer.

When the group is finished with one piece, they should set it aside and move to the next. Allow approximately 15 minutes for this work (about 5 minutes per piece).

CONNECT TO OUR QUESTION

Slide 6: Facilitate a brief whole-class share-out.

Ask regional expert groups to take 1 minute to discuss the question: *How has a group in your region expressed their culture through art?*



SUPPORT ALL STUDENTS

Distribute [Regional Art Notes Organizer \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their analysis. The [Observe Language and Literacy Builder \(3-5\)](#) can also be used to support student observations.

Lesson 5: Regional Art

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Cluster 1: Peoples and Cultures

Then invite one representative from each expert group to share one thing they learned.

Possible responses:

- The Haudenosaunee Confederacy in what is now New York expressed their culture through the Hiawatha Wampum Belt by recording the end of warring and the peace agreement between the five nations.
- The Gullah Geechee people in South Carolina have expressed their culture through sweetgrass baskets by continuing a basket-weaving tradition brought from West Africa.
- The Hmong people in Minnesota and Wisconsin have expressed their culture through story cloths by stitching scenes about war, migration, and family experiences.
- The Navajo people in New Mexico and Arizona have expressed their culture through weaving by creating colorful geometric patterns that are passed down through generations.
- Indigenous nations of the Pacific Northwest have expressed their culture through carved poles like totem poles and story poles to share family stories, legends, and symbols connected to their identity.

Summarize key takeaways:

- Every region we investigated today has been shaped by the art traditions of diverse peoples (Indigenous nations, African Americans, and immigrants from around the world).
- Each piece of art we looked at tells a story about who has lived in that region, what they brought to that region, and what they value.
- Cultural groups can influence a region not just through food or language, but also through the art they create and pass down.

Lesson 5: Regional Art

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Regional Art Notes Organizer (Teacher Version)

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

Answers will vary depending on the assigned region. Look for students to name the art form and its creator, cite a detail they notice, and use evidence from both the artwork and the caption to explain something about the group's culture. Below are sample responses based on the Northeast region.

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?
A mural called <i>Celebration</i>	Charles Searles, an African American artist born in Philadelphia	I notice bright vibrant colors (orange, yellow, blue, red, green). I notice African people dancing and drumming.	The artwork tells me that music and dance are important parts of African and African American culture. I know this because I see dancers and drummers in the artwork, and Charles Searles was inspired by West African culture and a Philadelphia street festival.
Hiawatha Wampum Belt	Haudenosaunee Nation	I notice that there are five shapes on the belt. Four of them are rectangles/squares and one of them looks like a tree. I wonder if they might represent the five nations who agreed to the Great Law of Peace.	This tells me that the Haudenosaunee value peace and unity because the wampum belt records the founding of the Haudenosaunee Confederacy and the end of war.
Decorated wooden chest	German immigrants in Pennsylvania	I notice red, brown, and olive green colors. I notice different symbols and decorations, such as flowers, unicorns, men on horseback, and birds.	This artwork tells me that marriage and family traditions were important because these chests were given to young women before marriage.

LESSON 6

Regional Music

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Draw and label a map to show where musical traditions came from and how they moved into and across U.S. regions.	Explain with details how a musical tradition traveled to your region and changed as it moved.

LESSON OVERVIEW

Students discover how musical traditions from around the world took root in the United States, and then traveled across its regions and transformed into new styles. As they explore each kind of music, they track its origins and journey on a blank map (where it came from, how it moved, and how it changed). To conclude, students choose a musical tradition associated with their assigned region and describe in writing how it came from other places and changed as it traveled across the country.

LESSON STANDARDS

PS 6, 4.T4.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, RI.4.9
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 6 Slide Deck](#)

☐

[Regional Music Map](#)

☐

[Regional Music Map \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Activate Prior Knowledge	5
Compare Music Influences	20
Exit Ticket	5

Lesson 6: Regional Music

Plan for English Learner Success

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

- [Regional Music Map \(Sentence Frames\)](#): Provides sentence frames to support Exit Ticket written response.

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

English Proficiency Levels 1-2:

- Highlight the relevant sentence frames that students should use on their Exit Ticket. Before writing, have them verbally rehearse their response with a language-proficient peer or adult, drawing words directly from their map labels. Focus on completing the core frames: where the music came from and one way it changed.
- [Look Fors](#): Students can name their region's music and where it came from using the sentence frames. Writing may include single words or short phrases pulled from their map. Students complete at least the origin frame with support.

English Proficiency Levels 3-4:

- Encourage students to choose the best sentence frames to use for their response and add one specific detail from their map or the videos to each part of the response. Help students choose the frames that fit their music's story if needed. Prompt students to rehearse their response orally before writing.
- [Look Fors](#): Students are able to name where the music traveled and how it changed using the frames with relevant details from the lesson. Writing includes specific place names and at least one detail about how the music changed.

English Proficiency Levels 5-6:

- Students may use the sentence frames as a starting point but should be encouraged to expand beyond them in their written response. Prompt them to connect the parts into a short paragraph. Encourage students to add a reason for the change (for example, the Great Migration, two cultures meeting in Texas).
- [Look Fors](#): Written responses include specific details from the lesson without relying solely on sentence frames. Students describe origin, movement or blending, and change in connected sentences.



ADVANCE PREPARATION

Preview the videos ahead of time and confirm all links work. You will also need three different colored pencils per student.

Lesson 6: Regional Music

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Activate Prior Knowledge (5 minutes)

Slide 2: Remind students about regional immigration to the United States.

- Ask students to recall what they learned about the regions in which different immigrant groups settled in the United States. The image on Slide 2 shows the map they created in Lesson 3.
- Review the circles showing the broad regions of immigration they identified in that lesson.
- Review the idea that immigrants bring their culture with them when coming to a new country.
- Say: *Today we will explore the music that immigrants brought with them and how it continues to influence regional music in the United States.*

Slide 3: Explain the objective for today's lesson.

- Distribute the [Regional Music Map](#) to each student. They will also need three different colored pencils.
- Tell students that they will use this map to take notes as they learn where different musical styles are located and the immigrant groups that influenced them.
- Preview that at the end of the lesson, they will identify one kind of music that influenced their assigned region and summarize its story.



SUPPORT ALL STUDENTS

Distribute [Regional Art Notes Organizer \(Sentence Frames\)](#) to students who would benefit from sentence frames for their Exit Ticket response.

Compare Music Influences (20 minutes)



LEARN MORE

WXPN has a podcast episode called "[From Work Songs to Hip-Hop, 'Call-and-Response' Shaped Black Music](#)" (10:00), which is a great listen, either for you or your students. It traces how call-and-response runs through Black American music, from work songs to blues, gospel, rock and roll, and hip-hop. To hear the musical tradition in action, play an excerpt of "Shout" by The Isley Brothers (1959), in which call-and-response is front and center.

Slide 4: Reminds students that they learned that the South has a large number of people of African ancestry as a direct result of slavery and the slave trade.

Lesson 6: Regional Music

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African people were kidnapped, but they still brought with them their cultural traditions, including their musical traditions.

- Many of the musical traditions we have today in the United States have been influenced by African musical traditions.
- One tradition that is rooted in sub-Saharan West Africa is “call-and-response.”
- Enslaved Africans brought call-and-response to the American South, and it has shaped American music ever since.

Slide 5: Play the video “Exploring West African Chant and Call-and-Response” from Second Line Arts Collective (1:46). Encourage students to join in when they feel ready.

Ask: How did it feel to answer back instead of just listening? Why do you think people make music together this way?

Possible responses:

- It feels like you’re part of the music. It makes you feel like part of a community or like you belong.
- People might want to make music this way so that they feel a sense of community. This might be especially true for people who have lost their families and been taken away from their homes.

Explain that call-and-response mattered so much that it influenced many different musical traditions, including blues music, which we will learn more about soon.

Invite students to draw an arrow coming from the right (Africa) and pointing to the American South. Label the arrow “Call-and-response from West Africa.”

Slides 6–10: Play a portion of the video “Is Blues the Mother of All Modern Music?” from Sound Field (0:00–3:30).

- **Slides 6–7:** Play until (1:09). Click to the next slide. Ask students to choose a color, shade the Mississippi Delta, and label it “Blues.” Color the blues box in the map key.
- **Slides 8–9:** Play until (2:45). Then, ask students to shade in Chicago, Illinois (follow the slide for location). Draw an arrow from the Mississippi Delta to Chicago. *Ask: Why did the Blues move to Chicago and other*

Lesson 6: Regional Music

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Cluster 1: Peoples and Cultures

Northern cities? Possible response: Because of the Great Migration and racism in the South.

- **Slide 10:** Play until (3:30). Ask: *How is Chicago blues different from Delta blues?* Possible response: Faster, more instruments, electric instruments.

Slide 11: Explore the roots of Tejano music.

- Remind students that many people from Germany immigrated to the Midwest.
- The Czech Republic is a country near Germany that influences its music. The polka is a favorite dance in those countries.
- German immigrants traveled from the upper Midwest to Texas while they were settling the United States.

Slide 12: Explain how Tejano music took shape.

- Remind students that there are many people of Mexican ancestry in Texas. As we know from Unit 4, Texas was once part of Mexico.
- In Texas, the German polka met Mexican regional music.
- The two blended into a new style called Tejano or Tex-Mex music.

Explain that we are going to listen to polka music first. Then we will compare it to Tejano music to see how polka music can be heard in Tejano music.

Slides 13–14: Play the polka video: “Czech Melody Masters—The Shiner Song Polka” from Texczechpolka (0:38–3:32). Then, play the Tejano video: “Como Le Hare” by Emilio Navaira (0:00–1:02).

Ask: *What instruments are in both styles of music? What else is similar?*

Possible responses:

- Polka music has trumpets, drums, accordion, and bass. People are dancing.
- Tejano music has accordion, drums, keyboard, and guitar. People are dancing.
- Both songs have a similar rhythm or beat.

Lesson 6: Regional Music

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Slide 15: Ask students to choose another color and shade Texas. Draw an arrow coming from the bottom (regional Mexican music) pointing to Texas. Draw another arrow coming from the side (polka from Germany/Czech Republic). Color the Tejano box in the map key.

Slide 16: Explore the roots of hip-hop music. Explain that hip-hop's story begins in the Caribbean.

- In the 1950s and '60s, Jamaican DJs set up huge speakers (called sound systems) to play music in the streets. They competed for the clearest, loudest sound.
- A DJ named Kool Herc moved from Jamaica to the Bronx in New York City where he brought this sound-system culture with him.
- Show where Jamaica is on the map (it's part of the Caribbean Islands).

Slide 17: Play the video “B-boy” by DJ Cool Herc (0:00–0:45). Ask: *What do you notice?*

Possible responses:

- DJ Kool Herc is speaking, not singing.
- There is a rhythmic drum beat.
- His voice echos on the sound system (reverberation).
- He talks about B-boys and B-girls. (Note: Breakdancers are called *B-boys* and *B-girls*. Dancing is part of hip hop culture.)

Slide 18: Explain that hip-hop began on the East Coast, in the Bronx, and then spread west and grew into West Coast hip-hop in California. The text boxes on the slide show how each style built on different kinds of African American music. Like the blues, hip-hop traveled and changed as it moved.

Slide 19: Define *sampling*. Explain that both East and West Coast hip-hop use sampling (taking a piece of an existing song and building something new on top of it, usually by adding rap).

Slides 20–21: Play the video “The Way It Is” (1:33–4:33) featuring Bruce Hornsby, a rock musician and pianist. Then, play the video “Changes” (2:36–3:19) featuring 2Pac (also known as Tupac), a West Coast hip-hop artist who sampled Hornsby's song.



CULTURAL COMPETENCE

While it wasn't confined to regional boundaries, Indigenous music has had an important influence on rock and roll through musicians such as Robbie Robertson, Link Wray, Jimmy Hendrix, Jesse Ed Davis, and many others. Learn more from the documentary from PBS Independent Lens, [*RUMBLE: The Indians Who Rocked the World*](#), which “traces the melodies, rhythms, and beats of traditional Native music as they took different forms across the spectrum of 20th-century American rock.”

Lesson 6: Regional Music

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Cluster 1: Peoples and Cultures

Ask: *What part of the first song do you hear in the second song? What hip-hop elements were added to the second song?*

Possible responses:

- The piano and melody are being sampled.
- The hip-hop elements are that the lyrics are spoken instead of sung. Also, the drum beats are louder than the piano.
- Students might notice that the songs' messages are similar. Hornsby: That's the way it is (but it doesn't have to be that way). Tupac: Things have to change.

Slide 22: Map the journey of hip-hop.

- Ask students to choose another color and shade New York City and Los Angeles (follow the slide for locations).
- Draw an arrow coming from the bottom right (sound systems from Jamaica) pointing to New York.
- Draw another arrow going from New York to Los Angeles (East Coast to West Coast hip-hop).
- Color the hip-hop box in the map key.

**Exit Ticket** (5 minutes)

Slide 23: Prompt students to look back at the map they just created and identify the type of music from this lesson that touches their assigned region (blues, Tejano, or hip-hop).

Invite students to answer the Exit Ticket on the second page of the notes organizer based on this musical tradition.

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

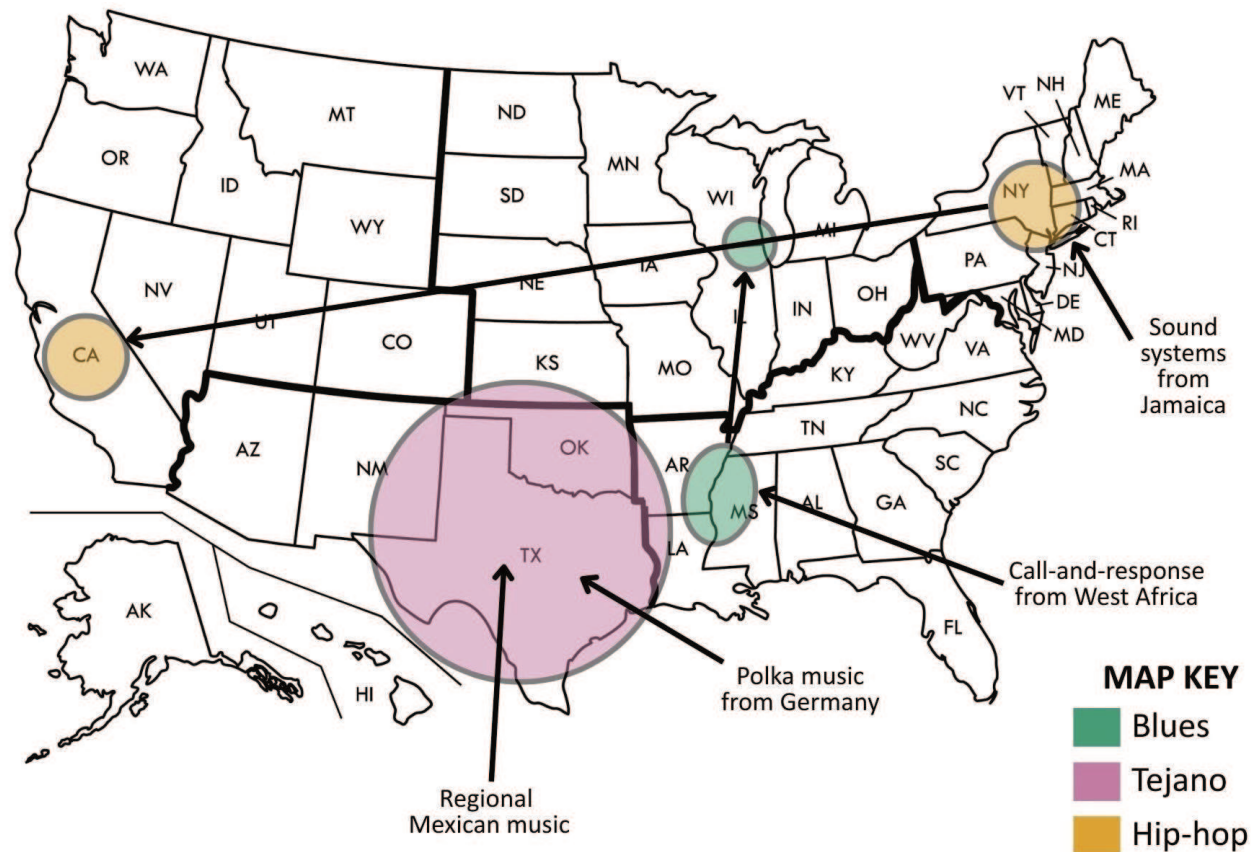
Lesson 6: Regional Music

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Regional Music Map (Teacher Version)

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.

Student answers will vary but should identify one of the following types of music in their assigned region, explain where it came from, and how it changed over time. Look for these key ideas:

Blues: Came from call-and-response in West Africa, carried to the American South by enslaved Africans. It began in the Mississippi Delta in the late 1800s. Then, it traveled north to Chicago during the Great Migration. It became faster, louder, and more energetic in Chicago.

Tejano: Tejano music was influenced by German immigrants who brought polka from the Czech Republic and by Mexican regional music. In Texas, these styles blended into a new sound (Tejano or Tex-Mex), featuring the accordion and a polka beat.

Hip-hop: Came from Jamaica and was brought to the Bronx in New York by DJ Kool Herc. It began as East Coast hip-hop and then spread west, growing into West Coast hip-hop in California.

LESSON 7

Putting It Together

EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
SQ	How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize evidence from Cluster 1 to explain how diverse cultures have influenced a region of the United States.	Engage in collaborative discussions to develop evidence-based responses to the Cluster 1 Supporting Question.

LESSON OVERVIEW

The Putting It Together lesson brings students back to the Cluster 1 Supporting Question: *How have diverse cultures influenced regions in the United States?* Students synthesize their learning by reviewing the Inquiry Chart and evidence they examined throughout Cluster 1. Then, students participate in an Inquiry Circle with their regional expert group to discuss different ways in which diverse cultures influenced their assigned region. Students prepare for the discussion by recording their initial ideas on sticky notes. After the Inquiry Circle, students prepare for the Formative Assessment by sketching and labeling some of the cultural contributions of the people living within their region.

LESSON STANDARDS

PS 3, PS 6, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 7 Slide Deck
☐ Cluster 1 Inquiry Chart
☐ Cluster 1 Inquiry Chart (Teacher Version)
☐ Cultural Traditions Exit Ticket
☐ Lesson 1: Unit 5 Know and Wonder Chart
☐ Lesson 3: Cultural Movement Notes Organizer
☐ Lesson 4: Regional Cuisine Notes Organizer
☐ Lesson 5: Regional Art Notes Organizer
☐ Lesson 6: Regional Music Map

LESSON AT A GLANCE

Component	Time
Putting It Together	30

Lesson 7: Putting It Together

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 the connection of what sources say to learnings and inquiry questions.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details.

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

English Proficiency Levels 1-2:

- During the sticky note preparation time, help students choose one sentence frame from the Connect LLB and one lesson handout to use for evidence when filling out the frame. If possible, give students a couple of minutes to practice using their frame with you or a language-proficient peer before the Inquiry Circle begins.
- [Look Fors](#): Oral responses should use the structures provided in the Connect LLB and include simple elaboration of ideas. Students may simply repeat what they wrote down on their sticky notes.

English Proficiency Levels 3-4:

- During the sticky note preparation time, guide students to use the far-left columns of both LLBs and use evidence from their handouts to complete it. If possible, give students 2–3 minutes to practice using the frames with a language-proficient peer before the Inquiry Circle begins.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs with some elaboration of ideas. Students are able to formulate an answer to the cluster's Supporting Question using evidence from one of their sticky notes.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the sticky note preparation and Inquiry Circle.
- [Look Fors](#): Students should readily participate in the Inquiry Circle. Responses should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question and name specific evidence from their sticky notes.



ADVANCE PREPARATION

Acquire sticky notes (three per student).

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Lesson 7: Putting It Together

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Putting It Together (30 minutes)

Slides 2–4: Present the **Unit 5, Cluster 1 Inquiry Chart** that the class created in Lesson 2, and remind students of the Cluster 1 Supporting Question:



How have diverse cultures influenced regions in the United States?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Then 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

Slide 5: Remind students that all cluster long, they've been building expertise on one region with their regional expert group. Pose the two questions for the Inquiry Circle:

- *How have diverse cultures influenced your region?*
- *What would you want someone to understand about the cultures of your region?*

Slide 6: Distribute three sticky notes to each student. Explain that on each sticky note, students should name one cultural group that has influenced their assigned region and give an example of that group's influence, such as a food, an art form, or a kind of music.

Encourage students to use evidence from their Cluster 1 materials:

- **Cultural Movement Notes Organizer**
- **Regional Cuisine Notes Organizer**
- **Regional Art Notes Organizer**



TEACHING TIP

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they prepare for the Inquiry Circle.

Lesson 7: Putting It Together

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- **Regional Music Map**

After writing, have each regional expert group gather in a circle so everyone can see one another.

Slide 7: Facilitate the Inquiry Circle. Because each group discusses its own region, groups run their circles at the same time while you circulate. Set the expectation that students need to respond to the contribution of the person who spoke last. This will ensure that students are actively listening and building on ideas, not engaging in parallel talk.

Project sentence frames for students to use during the conversation:

- *I think ___ because ___.*
- *I agree with ___ because ___.*
- *I respectfully disagree with ___ because ___.*
- *Could you tell me more about ___?*
- *I would like to add ___.*
- *I am wondering about ___.*

Keep in mind the following:

- Do NOT interject. This is the students' conversation.
- If a group has a quiet member, draw them in by asking: *[Name], what do you think?*
- Expect some awkward pauses. Do not jump in to break the tension. This conversation is the responsibility of the students.
- Using sentence frames may feel stilted at first, but as students gain proficiency with the protocol, you will discover a more naturally flowing, respectful conversation.

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 5 Know and Wonder Chart from Lesson 1.

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

Lesson 7: Putting It Together

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

STAMP THE KEY LEARNING

Slide 8: Distribute the [Cultural Traditions Exit Ticket](#), one per student.

- Explain that tomorrow each group will build a regional portrait (a cut-out of their region filled with the cultural contributions that shaped it) and the class will assemble the portraits into a map of the whole United States.
- To prepare, each student will make a quick individual rough draft to bring to the group. This is a quick sketch, not a finished piece.
- Using their three sticky notes as a starting point, students sketch and label each cultural contribution and name the cultural group it came from. They can add more if they have time.
- Remind students to pull from what they actually studied, not from guesses.
- Quick guidance as they sketch: Write the label first, then think about a respectful way to show it. Don't draw people. Tell students the class will talk more tomorrow about how to represent each culture respectfully.

Collect the rough drafts and review them to spot gaps or misconceptions to address during the Formative Assessment. Be prepared to return them to students in the next lesson.



CULTURAL COMPETENCE

Students are about to represent the cultures of their region through drawing and labeling. This carries some risk of stereotyping or oversimplifying, especially with sacred or ceremonial items. Keep today's guidance light, since this is a quick rough draft. Tomorrow, you will spend a few minutes before the Formative Assessment discussing with students what to draw, how to label with specificity, and why some things call for extra care.

Lesson 7: Putting It Together

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LESSON 8

Formative Assessment

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How have diverse cultures influenced regions in the United States?

LEARNING OBJECTIVE

Represent and explain a cultural contribution to show how diverse groups have influenced a region of the United States.

LANGUAGE OBJECTIVE

Explain in writing a specific example of how a cultural contribution influenced a region in the United States using evidence from cluster materials.

LESSON OVERVIEW

In this Formative Assessment, the class builds one large map of the United States showing the cultural contributions that shaped each region. The lesson opens with a brief discussion about representing cultures respectfully. Students then meet in their regional expert groups to choose several examples of cultural influence in their region and divide them up. Each student sketches, labels, and cuts out their contribution and decides where it belongs on the class map. They also complete a short individual writing task explaining what the cultural contribution is, which cultural group it came from, and how it influenced their region. The lesson closes with a synthesis discussion in which students look across the completed map and reflect on how diverse cultures have shaped every region and the country as a whole.

LESSON STANDARDS

PS 3, PS 6, 4.T4a.5, 4.T4b.1, 4.T4b.2, 4.T4c.1, 4.T4c.2, 4.T4d.1, 4.T4d.3, 4.T4e.1, 4.T4e.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 8 Slide Deck](#)
- ☐ [Cluster 1 Formative Assessment Task](#)
- ☐ [Cluster 1 Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 1: Unit 5 Know and Wonder Chart
- ☐ Lesson 3: Cultural Movement Notes Organizer
- ☐ Lesson 4: Regional Cuisine Notes Organizer
- ☐ Lesson 5: Regional Art Notes Organizer
- ☐ Lesson 6: Regional Music Map
- ☐ Lesson 7: Exit Ticket

Lesson 8: Formative Assessment

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LESSON AT A GLANCE

Component	Time
Discuss Respectful Cultural Representations	5
Formative Assessment	20
Synthesis Discussion	5

Lesson 8: Formative Assessment

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Plan for English Learner Success

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

- [Cluster 1 Formative Assessment Task \(Sentence Frames\)](#): Provides sentence frames to support written responses in the Formative Assessment Task.

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

English Proficiency Levels 1-2:

- Provide students with the original cluster material that matches their chosen cultural contribution (for example, the relevant cuisine or art card), so they can more easily pull evidence to support their claims. For certain students, you may modify the task so they complete the illustration and labeling of their contribution first and then share their thinking orally.
- [Look Fors](#): Students can name their cultural contribution and the cultural group it comes from, using the sentence frames orally or in writing. With support, students state one way the contribution became part of their region. Written responses may include single words or short phrases.

English Proficiency Levels 3-4:

- Have students identify the cluster materials they can draw their evidence from. Prompt students to use the sentence frames to develop their responses to Questions 2 and 3. They should fill the “because” frames with a specific detail from their cluster materials. Have them rehearse orally before writing.
- [Look Fors](#): Students complete both “because” frames with a specific, accurate detail from cluster materials.

English Proficiency Levels 5-6:

- Encourage students to use the sentence frames as a starting point and expand into their own connected sentences. Prompt them to explain how or why the contribution became part of the region (who brought it, how it spread) using specific evidence from cluster materials.
- [Look Fors](#): Written responses explain a specific example of how the contribution influenced the region, supported by specific pieces of evidence from cluster materials.

Lesson 8: Formative Assessment

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**ADVANCE PREPARATION**

Ensure that the Unit 5, Cluster 1 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference and discussion.

If you do not already have a map displayed, prepare a large map of the United States for the class to build on. If a large map isn't available, here are some other options:

- Arrange five sheets of chart paper by cardinal direction to stand in for the five regions. Label each region clearly so students know where to place their contributions.
- Project the political map on **Slide 10** onto a whiteboard or wall and have students work from that.

Acquire index cards, sticky notes, or blank paper for students to illustrate and label their cultural contribution. The total area of the pieces put together should match the size of your map. Provide additional materials (colored pencils, scissors, tape) for creating and posting contributions.

Review the [Cluster 1 Formative Assessment Task \(Teacher Version\)](#), which provides additional guidance on how to visually represent cultural contributions discussed in this unit respectfully. This will prepare you to support students as they work and to make judgment calls in the moment. Some contributions are straightforward to depict; others call for more care. Sacred or ceremonial items are generally best labeled in words rather than drawn, and imagery tied to a specific tribe or community should reflect how that group represents itself rather than a generic symbol. You know your students and community best, so use your discretion about what is and isn't appropriate in your context.

Discuss Respectful Cultural Representations *(5 minutes)*

Slide 2: Remind students of the Cluster 1 Supporting Question:



How have diverse cultures influenced regions in the United States?

Inform students that for this cluster's Formative Assessment, the whole class will build one big map of the United States showing the cultural contributions that shaped each region. Each student will create one contribution for their region and add it to the class map. Point out the class map (or the chart-paper sections arranged by region) at the front of the room (see Advance Preparation)..

Slide 3: Before students start working, lead a brief discussion about representing cultures respectfully.

Lesson 8: Formative Assessment

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Cluster 1: Peoples and Cultures

Frame the skill:

- For this activity, we will draw cultural contributions, like food, music, or art. We will not draw the people themselves.
- When we add something to our map, we want to show it accurately and respectfully, in the way the people of that culture would want.
- Some contributions are easy to draw: a food, an instrument, etc.
- Some are harder because they are sacred or very meaningful.
- When something is too important or too complex to draw fully, we choose a symbol (a simple picture that points to the idea) and we use words or labels to provide more information.

Slide 4–7: Walk through a few examples across regions.

- **Slide 4:** A music tradition? Draw an instrument and label it. Easy!
- **Slide 5:** A story pole or totem pole created by Pacific Northwest Indigenous peoples? These poles hold deep, specific meaning for the nations who make them, so instead of drawing a whole pole, try one symbol connected to it, such as a cedar tree, a salmon or whale, or an eagle. You can also draw inspiration from the colors commonly used to paint totem poles.
- **Slide 6:** The *Celebration* mural by Charles Searles? Ask: *What symbols and colors could you use to represent this mural?* (Possible responses: Drums, dancing stick figures, vibrant colors.)
- **Slide 7:** What if something feels too sacred to draw or you're not sure how to show it? It's okay to use only a label! Some art is sacred, meaning it is holy or deeply respected. For example, religious art like New Mexican santos (carved figures of saints) is best honored with a clear label rather than a drawing.

Lesson 8: Formative Assessment

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Formative Assessment (20 minutes)

The Formative Assessment for Cluster 1 is [Cluster 1 Formative Assessment Task](#).

Slide 8: Organize students into regional expert groups. Encourage students to take out their cluster materials and their **Lesson 7 Exit Ticket**. Distribute the [Cluster 1 Formative Assessment Task](#), one per student.

Distribute colored pencils and scissors.

Provide the following directions:

- With your group, use your Exit Tickets and cluster materials to choose the cultural contributions that best represent your region (one per person).
- Divide them so each group member is responsible for one cultural contribution. Record these in Question 1 of your handout.
- Answer Questions 2 and 3 on your handout: Question 2: *Explain what cultural contribution you chose and which cultural group it comes from. How has it become part of your region's culture?* Question 3: *Where should your cultural contribution live on the map? In what state? Write the location below and explain why.*

Slides 9–10: Prepare students to illustrate the cultural contribution they wrote about. Share the following directions:

- Sketch and label your contribution and name the cultural group it comes from.
- Remember the respectful ways to show it: draw it, use a symbol, or use only words if it feels too sacred to draw. Then cut it out.
- When you're done, tape your contribution to your region on the class map, in the spot that makes the most sense.

Circulate to support students with their representation choices and placement and to check for accuracy.



SUPPORT ALL STUDENTS

Distribute [Cluster 1 Formative Assessment Task \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their written responses.

Lesson 8: Formative Assessment

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Synthesis Discussion *(5 minutes)*

Slide 11: Once contributions are posted, gather the class around the completed map.

Ask: Looking across the whole map, what do you notice about how diverse cultures shaped the United States?

Possible responses:

- Every region was shaped by many different groups.
- There are some similarities across regions (for example, the “Three Sisters” are important in many regions of the United States).
- There is so much cultural diversity across the map. Some of those differences are based on the physical geography of the land. Some of those differences are based on the cultural groups and people who live there.

You will look back at this map in Lesson 9, so if possible, keep it displayed on your classroom wall. If you used a projector or cannot keep it up, take a picture and add it to your Lesson 9 Slide Deck.

Lesson 8: Formative Assessment

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Cluster 1 Formative Assessment Task (Teacher Version)

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.

Students may identify any of the contributions listed below for their region. Look for students to choose a contribution that appears in their cluster materials and connect it to a named cultural group.

Northeast

- Wampanoag cuisine: Three Sisters, cranberries, clams and oysters, nasaump
- Portuguese American cuisine: eggs, potatoes, fish, salt cod, bolos lêvedos
- Italian American cuisine: pizza, cheesesteak
- *Celebration* mural by Charles Searles
- Hiawatha Wampum Belt
- Pennsylvania Dutch dower chests
- East Coast (Bronx) hip-hop music

Southeast

- Cherokee cuisine: Three Sisters, bean bread, ramps (wild onions), berries, rainbow trout, grape dumplings
- African American cuisine: black-eyed peas, okra, collard greens, cornbread, fried chicken, Hoppin' John
- Cuban American cuisine: rice, black beans, plantains, pork, citrus, Cuban sandwich
- Gee's Bend quilt
- Sweetgrass baskets
- Seminole patchwork clothing
- Blues music

Midwest

- Ojibwe cuisine: Three Sisters, wild rice (manoomin)
- Arab American cuisine: wheat, chickpeas, lentils, olive oil, seven spices called baharat, hummus
- Somali American cuisine: rice, flatbreads, spices, bananas, spaghetti, sambusas, shaah
- *Social Dance* by Black Hawk and other ledger paintings
- German Catholic grottoes
- Hmong story cloth
- Chicago blues

Southwest

- Pueblo cuisine: Three Sisters, blue corn, piki
- Mexican American cuisine: corn, beans, chile peppers (Hatch chile), chile relleno
- Tejano (Tex-Mex) cuisine: chili powder, flour tortillas, melted yellow cheese, nachos
- Navajo weaving
- Pueblo pottery
- Santo bultos
- Tejano music

West

- Hawaiian cuisine: kalo / taro root, poi, kalua pig, poke, limu (seaweed)
- Taiwanese American cuisine: basil, garlic, green onions, beef noodle soup, boba tea, tapioca pearls
- Vietnamese American cuisine: fish sauce, phở
- Carved poles (totem poles and story poles)
- Dragon Gate at San Francisco's Chinatown
- Japanese gardens
- West Coast hip-hop music

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

Look for students to accurately describe the contribution and name how it became part of their region—specifically who brought it or how it spread. Below are sample responses for the Northeast and Southeast regions.

- **Northeast:** The cultural contribution I chose is hip-hop music. It comes from Jamaica. It became part of my region's culture because DJ Kool Herc brought it to the Bronx in New York.
- **Southeast:** The cultural contribution I chose is sweetgrass baskets. It comes from the Gullah Geechee people, who are descendants of enslaved Africans brought to the Southeast. It became part of my region's culture because the Gullah Geechee people used weaving traditions from West Africa to create baskets from sweetgrass found along the coast.

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.)

Look for students to place their contribution in a state or area that makes geographic sense with a reason connected to the cultural group's history or the contribution's origin. Accept any reasonable placements with sound reasoning. Below are sample responses for the Northeast and Southeast regions.

- **Northeast:** My cultural contribution should go in New York. I chose this place because hip-hop started in the Bronx, which is a neighborhood in New York City.
- **Southeast:** My cultural contribution should go in South Carolina. I chose this place because sweetgrass basketry has been practiced along the South Carolina coast for hundreds of years.

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

Teacher Guidance:

Representing Cultural Contributions Respectfully

General principles

- Do not depict people of other cultures. Students should draw objects, foods, instruments, textiles, symbols, or architectural elements, not people. This applies across all regions and all contribution types.
- Prioritize accuracy over decoration. Representations should reflect how the contribution actually looks, not a generic or stereotyped version of it. If a student is unsure how something looks, they should use only a label.
- Defer to how communities represent themselves. Where possible, students should draw inspiration from images created by or in collaboration with the cultural community itself, such as the images in the cuisine, art, and music resources from the cluster.
- When in doubt, label only. Sacred or ceremonial items, and any contribution a student is unsure how to depict accurately, are best honored with a clear, accurate label rather than a drawing. A well-chosen label is always better than an inaccurate or disrespectful image.

Item-specific notes by region: The following contributions need additional thought before students illustrate them. For anything not listed here, students can generally depict the object, food, instrument, or textile directly, keeping in mind the general principles above.

Northeast

- **Hiawatha Wampum Belt:** The belt has a specific and meaningful design representing the five Haudenosaunee nations. Students should be sure to depict the actual belt design accurately. Labeling is also a safe alternative.

Southeast

- **Sweetgrass baskets:** This is a living craft tradition of the Gullah Geechee people. If students depict this, they should draw the basket itself, not a person weaving.
- **Seminole patchwork clothing:** Students should draw the distinctive bright geometric patchwork pattern, not a person wearing it.

Midwest

- **Ledger art:** This is a significant Indigenous art form, but students should not reproduce specific figures or scenes. The medium itself (lined ledger paper) is an appropriate representation. Labeling only is also acceptable.
- **Hmong story cloth:** Story cloths sometimes depict scenes of displacement and trauma from the refugee experience. Students should focus on the textile form and decorative border patterns rather than narrative scenes.
- **Midwest grottoes:** The Grotto of the Redemption includes statues of sacred figures like Jesus and an angel. Students should not draw these. Instead, students can focus on the stonework and sparkling materials that make the grotto distinctive.

Southwest

- **Santo bultos:** These are sacred and ceremonial. Label only. Do not draw.

West

- **Carved poles (totem poles and story poles):** These are significant cultural objects of specific Pacific Northwest nations. Students should not draw a generic totem pole. Instead, they can use a related symbol such as a cedar tree, a salmon, a whale, or an eagle, or draw inspiration from the colors commonly used in Pacific Northwest Indigenous art. Labeling only is also acceptable.

Land and Adaptation

How have people adapted to and shaped the land in different regions?

CONTENTS

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Putting It Together

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Formative Assessment

Overview

In this cluster, students investigate how people have adapted to and shaped the land in different regions of the United States. Students learn that each region's climate, topography, and natural resources make different ways of life possible and that people respond to the land by building homes, farming, and developing industries such as mining, drilling, and logging. They also explore how these activities can shape and sometimes harm the land and how people use sustainable practices to care for it. Students continue working in regional expert groups, building deep knowledge of how people in their assigned region have adapted to its particular conditions, including the knowledge of the Indigenous nations who have lived there longest. In the Formative Assessment, students write an explanation of how a feature of their region's land led people to adapt to it in two different ways.

Learning Objectives

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

- Identify and describe the physical features, climate, and natural resources that shape what is possible in different regions of the United States.
- Explain how people adapted to the land in different regions.
- Use evidence from two or more sources to explain how people have adapted to and shaped the land in a specific region of the United States.
- Construct social studies explanations that describe components, order, causes and effects, or cycles using relevant examples and details (WIDA ELD-SS.4-5.Explain.Expressive).

Vocabulary

TIER 2
adapt agriculture climate extract industry natural resource sustainable

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 3: In response to an inquiry question, integrate information from two sources on the same topic.	9-10, 13-15
PS 6: Identify evidence from a source in response to an inquiry question.	10-15
PS 7: Describe a specific local, regional, and/or national issue and explain various strategies students and others could use in working alone and together to address it.	12-13

Content Standards

STANDARD	LESSON(S)
4.T4a.4: Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.	9-10, 12-15

4.T4a.5: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).	11, 14-15
4.T4b.2: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.	11-12, 14-15
4.T4c.2: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.	11-12, 14-15
4.T4d.3: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.	11-12, 14-15
4.T4e.3: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.	11-12, 14-15

Literacy Standards

STANDARD	LESSON(S)
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	12-13

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.	10-11, 13-14
W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	9
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	15

Unit 5, Cluster 2 Inquiry Chart (Teacher Version)

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.	The land shapes how people live and people also shape the land they live on.
Lesson 10: We explored maps of climate and natural resources and predicted how people have adapted to the land in different regions.	Climate and natural resources are different in every region and people adapt to the land they live on.
Lesson 11: We investigated photo cards showing natural resources that Indigenous peoples could use to build homes.	The natural resources in each region shaped the homes Indigenous peoples built, so homes looked different from region to region.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 12: We used a map to find the farming areas in our region and then we read an article about one of them.	Climate and land in each region shape what is farmed there and growing food sustainably helps protect the land for future generations.
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.	Industries are formed around the natural resources available in different regions. These industries create products that people need and want, but extracting those resources can also change the land in harmful ways.

LESSON 9

Adapting to the Land

- EQ** How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ** How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Ask questions about how people have adapted to and shaped the land in different regions of the United States using two maps.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about human–environment interactions.

LESSON OVERVIEW

This lesson launches the Cluster 2 Supporting Question: *How have people adapted to and shaped the land in different regions?* Students begin by returning to their regional groups and revisiting the U.S. map they created in the Cluster 1 Formative Assessment, this time considering not the cultures people brought, but the land they encountered. Then, students compare a population density map and a topography map side by side to notice patterns in where people settled and generate questions about why. Finally, students are introduced to the They 2 Supporting Question and encounter a new vocabulary word: *adapt*. Students prioritize their questions and add them to the Cluster 2 Inquiry Chart, which will anchor their investigation throughout the cluster.

LESSON STANDARDS

PS 3, 4.T4a.4, W.4.1
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 9 Slide Deck](#)
☐ [Cluster 2 Inquiry Chart](#)
☐ [Topography and Population Density Maps](#)
☐ Lesson 8: Cultural Diversity Map

VOCABULARY

adapt

LESSON AT A GLANCE

Component	Time
Revisit the Class Map	5
Launching the Question	25

Lesson 9: Adapting to the Land

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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 during the Launching the Question routine.

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

English Proficiency Levels 1-2:

- Provide students with one or two question starters from the Question LLB to generate questions about the maps and QFocus statement. Pair students with a language-proficient peer when possible. Allow students at this level to translate the Supporting Question.
- [Look Fors](#): Oral responses should use relevant question starters from the Question LLB and include simple elaboration of ideas related to the maps and QFocus statement. During the prioritization activity, students should be able to indicate a question choice to their partner. Students may choose not to share with the whole class, but they should be able to generate and share at least one question orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Encourage students to choose relevant question starters from the Question LLB. During the question prioritization activity, encourage partners to explain why a particular question might help answer the Supporting Question.
- [Look Fors](#): Oral responses should include questions using question starters from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning about which questions would best help answer the Supporting Question.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions. During the question prioritization activity, encourage students to build on their partner's ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question. Students should readily participate in both partner and whole-class discussions.

Lesson 9: Adapting to the Land

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**ADVANCE PREPARATION**

Have the completed class Cultural Diversity Map from the Cluster 1 Formative Assessment (Lesson 8) displayed or accessible so students can revisit it.

Optional: You can print the [Topography and Population Density Maps](#) so students can have them at their desks or just display them via the slide deck.

Have the Unit 5 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 2 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

The vocabulary word *adapt* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

Revisit the Class Map (5 minutes)

Slide 2: Display the completed Cultural Diversity Map that students created in the Lesson 8 Formative Assessment Task.

- Remind students that in Cluster 1, they learned about the many diverse people who shaped the cultures of each region through their food, art, music, and traditions.
- Explain that people in every region also have a deep relationship with the land itself. Some people, like the Indigenous nations of each region, have lived with and cared for their lands since long before written history. Others came later, from other parts of the country or the world, and had to learn the land for the first time.

Lesson 9: Adapting to the Land

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Cluster 2: Land and Adaptation

- In Cluster 2, we will explore the relationships people in different regions have with the land they live on.

Prompt students to pair up with a member from their regional expert group. Ask:

- *Where in your region do you think most people live?*
- *What about the land might draw people to those places?*

Have students turn and talk and then share a few ideas with the class.



Launching the Question (25 minutes)

SPARK CURIOSITY

Slide 3: Introduce a topographic map of the United States. You can also distribute [Topography and Population Density Maps](#) if you would like students to have the maps in front of them. Ask: *What do you notice about this map?*

Possible responses:

- It shows mountains, hills, and flat land.
- It looks like a physical map (defined in Unit 1).
- Some parts are high and some parts are low.
- It shows rivers, lakes, and oceans.
- The West has a lot of mountains.

Validate that this is a physical map, like the ones they looked at in Unit 1. Explain that this map shows elevation (how high or low the land is). This map does not include Alaska or Hawai'i, but both of these states also have tall mountains and lots of access to water. Review the map key:

- Green means low, flat land.
- Yellow, orange, and brown mean higher land and mountains.
- White means the very highest mountain peaks.

Point out the water (the rivers, Great Lakes, and oceans along the coasts). Clarify that green does not mean forest. It means low, flat land.

Lesson 9: Adapting to the Land

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Cluster 2: Land and Adaptation

Slide 4: Then ask: *What is the land like in your region?*

Prompt students to turn and talk with another member of their regional expert group.

Slide 5: Now, introduce a population density map of the United States. Explain that it shows where people live close together (the dark colors) and where they live far apart (the light colors).

Slide 6: Display the topographic map and the population density map side by side.

Ask: *What patterns do you notice about where people live compared to what the land is like?*

Possible responses:

- People live in low, flat areas.
- People live near water.
- Not many people live in the high mountains in the West.
- The crowded areas are mostly green (low land) on the elevation map.
- The empty parts of the West are the tall brown and white mountains.

Then ask: *What questions do you have about where people live?*

Possible responses:

- Why do so many people live near water?
- Why don't more people live in the mountains?
- Why is the middle of the country so empty if it's not all mountains?
- How did people decide where to live?

Slide 7: Share the QFocus statement: *The land shapes where and how people live.*

**TEACHING TIP**

As students compare maps, some will notice that the middle of the country has fewer people even though it isn't all mountains. This is a great observation, but you may want to hold off on explaining it. The next lesson investigates precipitation, climate, and natural resources, which will help explain why the dry interior has fewer people.

Lesson 9: Adapting to the Land

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Tell students they can look at the maps for ideas as they ask questions about the statement. Prompt students to generate questions:

- Ask as many questions as you can about this statement.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Cluster 2 Supporting Question:



How have people adapted to and shaped the land in different regions?

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.

Slide 9: Introduce a new vocabulary word students will need to know to understand the Cluster 2 Supporting Question: *adapt*.

- Say the word: *adapt*
- Use the word in context: *People adapt to cold weather by wearing warm clothes and heating their homes.*
- Share the student-friendly definition: *to change to fit the 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.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of questions as they consider the maps and QFocus.



SUPPORT ALL STUDENTS

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

Lesson 9: Adapting to the Land

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Cluster 2: Land and Adaptation

Slide 10: Highlight the word family.

- **adapt:** (verb) People *adapt* when they change how they live to fit their environment.
- **adaptation:** (noun) Building homes that stay cool in the desert is one *adaptation* to a hot, dry place.
- **adaptable:** (adjective) People who are *adaptable* can adjust when their surroundings change.

Slide 11: Prioritize questions. Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 12: Introduce the cluster's Inquiry Chart and point out the "What questions will we ask?" section. Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use maps and other sources to explore how people have adapted to and shaped the land in different regions of the United States, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document in Lesson 15 and throughout the unit, so it is essential that you preserve students' thinking here.

Lesson 9: Adapting to the Land

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LESSON 10

What the Land Provides

- EQ** How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ** How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use maps showing temperature, precipitation, and natural resources to identify what the land provides in a place and predict how people may have adapted to it.	Make and justify a prediction in discussion and writing using evidence from maps.

LESSON OVERVIEW

In this lesson, students zoom in on the physical features that shape what is possible in a region: climate (temperature and precipitation) and natural resources. Students begin by defining *climate* and *natural resource* using the Build the Word Wall routine. Then, students are introduced to three maps that show the temperature, precipitation, and natural resources across the United States. Working in regional expert groups, students choose a location in their region and use the three maps to describe what the land provides there. Finally, they make a prediction about how the people who have lived there may have adapted to the location's physical geography.

LESSON STANDARDS

PS 3, PS 6, 4.T4a.4, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 10 Slide Deck](#)

☐

[Climate and Natural Resource Maps](#)

☐

[Climate and Natural Resources Notes Organizer](#)

☐

[Climate and Natural Resources Notes Organizer \(Teacher Version\)](#)

VOCABULARY

climate

natural resource

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Explore Maps	20

Plan for English Learner Success

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

- [Climate and Natural Resources Notes Organizer \(Frames and Word Bank\)](#): Provides sentence frames for describing a state's climate and natural resources and a word bank of adaptation verbs to support the spoken and written prediction.

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

English Proficiency Levels 1-2:

- Model using the prediction word frames with the adaptation word bank. For example: "People probably adapted by ____" plus "fishing" becomes "People probably adapted by fishing." Help students connect the adaptation verbs to the map key so the link is visual: the seafood icon goes with fishing, lumber with building, fertile soil with farming. For students who could use additional modification, encourage them to focus just on the natural resources map, and accept an oral prediction in place of the written one.
- [Look Fors](#): Students should name at least one climate feature or natural resource for their state and offer one prediction using a sentence frame and a word from the word bank. Students may share orally with a peer or the teacher rather than in writing or with the whole class.

English Proficiency Levels 3-4:

- Encourage students to use the word bank and sentence frames to build both their spoken and written responses. Prompt them to tie the prediction to a specific map feature using the frame: "The map(s) show this because ____."
- [Look Fors](#): Responses should use the sentence frames to make a prediction and justify it with at least one piece of evidence. Students should be able to share their prediction orally with a peer or the class.

English Proficiency Levels 5-6:

- Students can use the word bank and frames as starting points, but they should be encouraged to expand beyond them by adding their own reasoning and more than one piece of map evidence.
- [Look Fors](#): Responses should use compound or detailed sentences that make a prediction and justify it with more than one piece of map evidence, connecting climate and natural resources to how people may have adapted. Students should readily participate in the group and whole-class discussion.

Lesson 10: What the Land Provides

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**ADVANCE PREPARATION**

Print one set of [Climate and Natural Resource Maps](#) per regional expert group in color or plan to display the three maps from the slide deck. The maps can be laminated and collected at the end of the lesson for reuse.

Build the Word Wall *(10 minutes)*

Slide 2: Remind students that in Unit 1 they learned the term *physical map* and provide the definition again (or reteach the word if needed): *a map that shows the natural features of Earth, such as landforms and bodies of water.*

Explain that today students will look at maps of natural features (a region's climate and its natural resources) to understand what the land provides and make predictions for how people might have adapted to the land.

Slide 3: Introduce a new vocabulary word students will need to know for this lesson: *climate*.

- Say the word: *climate*
- Use the word in context: *A region's climate shapes the plants that grow there and the way people live.*
- Share the student-friendly definition: *the long-term weather patterns of a region*
- 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 a new vocabulary word students will need to know for this lesson: *natural resource*.

- Say the word: *natural resource*
- Use the word in context: *The land provides natural resources like water, soil, and trees that people use to live.*
- Share the student-friendly definition: *an element found in nature that is useful or has value to humans*

**LEARN MORE**

Talking about climate may raise questions about climate change. You might want to share this article from National Geographic Kids: "[Climate Change](#)." It explains climate change in a factual way with action steps that kids can take. And here's one for parents: "[How to Talk to Kids About Climate Change \(Without Freaking Them Out\)](#)," from the Rainforest Alliance.

Lesson 10: What the Land Provides

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- 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.



CULTURAL COMPETENCE

The word “resource” can suggest something only to be used up, but many peoples relate to the land through reciprocity, or caring for the land in return for what it provides. For example, the Wampanoag, whose ancestral lands include Cape Cod, the surrounding islands, and southern Massachusetts, have cared for this land since time immemorial. When the soil that fed their crops grew tired, they buried fish in the ground as fertilizer, giving back to the land that had fed them. As students discuss what the land provides, you can reinforce that people don’t only take from the land; they also care for it and give back. To learn more, see Plimoth Patuxet Museums articles [“Who Are the Wampanoag?”](#) and [“Growing Food.”](#)

Explore Maps (20 minutes)

Slide 5: Distribute [Climate and Natural Resource Maps](#) to students or project the slides. Introduce the U.S. temperature map. Explain that this map shows the average daily high temperatures across the United States, or in other words, the typical warmest temperature on a normal day. Remind students that temperature is one part of climate. Review the map key.

Ask: What patterns do you notice about the temperature in the United States? Prompt students to turn and talk with their elbow partner.

Possible responses:

- The temperature generally becomes hotter the further south you go and colder the further north you go.
- It is colder in the areas where there are mountains.

Slide 6: Introduce the U.S. precipitation map. Explain that precipitation is rain and snow, and it is another part of climate. Review the map key.

Lesson 10: What the Land Provides

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Cluster 2: Land and Adaptation

Ask: What patterns do you notice about precipitation in the United States? Prompt students to turn and talk with their elbow partner.

Possible responses:

- There is more precipitation along the eastern part of the country.
- There is less precipitation in the middle of the country and especially in the Southwest.
- There is the most precipitation in the Northwest.

**TEACHING TIP**

Below is some background knowledge for teachers to support student conversations about the natural resources map. Natural resources tend to occur for three reasons, which can help students explain the patterns they notice:

- **Geography:** Some are part of Earth's surface in certain places (fertile soil, oil, coal, minerals).
- **Climate:** Some depend on climate (sunny areas for solar, windy areas for wind).
- **Ecosystems:** Some come from ecosystems (oceans provide seafood, forests provide lumber).

Slide 7: Introduce the U.S. natural resources map. Explain that the icons show significant natural resources found in different states. Walk through the key in plain terms, grouped by how people use each resource.

- **Used to make electricity:** solar (energy from the sun), wind (energy from moving air), hydropower (energy from moving water, like rivers)
- **Used for fuel:** coal, natural gas/oil (fuels found underground that we burn for energy)
- **Used to make things:** minerals (materials we dig up, like gold, copper, and iron)
- **Used to build:** lumber (wood from trees)
- **Used for food:** seafood and fertile soil (good land for farming)

Ask: What patterns do you notice about natural resources in the United States? Prompt students to turn and talk with their elbow partner.

Lesson 10: What the Land Provides

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Possible responses:

- There is more seafood near the coasts.
- There is less hydropower in the middle of the country.
- There is more fertile soil in the middle of the country.
- There are more minerals in the West.

Slide 8: Distribute the [Climate and Natural Resources Notes Organizer](#) to each student. Organize students into their regional expert groups. Provide the following directions:

- **First:** With your group, choose one state in your assigned region to focus on.
- **Second:** Use the three maps to identify the climate (temperature and precipitation) and natural resources in the state you chose.
- **Third:** Make a prediction. *How might the people who have lived here have adapted to this land?* Use evidence from the maps to support your answer.

Slide 9: Once students have completed the group activity, invite two or three groups to share the state they picked within their region and their prediction.

Explain that students have just predicted how people might have adapted to the land. Tomorrow, they will look at how the Indigenous peoples of different regions adapted their homes to the land they have lived on for thousands of years.



SUPPORT ALL STUDENTS

Distribute [Climate and Natural Resources Notes Organizer \(Frames and Word Bank\)](#) to students who would benefit from sentence frames and a word bank of adaptation verbs to support the written prediction.

Lesson 10: What the Land Provides

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Climate and Natural Resources Notes Organizer (Teacher Version)

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.

Answers will vary depending on assigned region and chosen state. Below is one example.

Our region: Midwest

The state we chose: Michigan

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?

The average daily high temperature in Michigan is around 50–60°F.

What is the precipitation like in this state?

Michigan gets about 30 to 40 inches of precipitation each year.

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

The natural resources in Michigan are minerals and fertile soil.

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

People probably adapted to this state by farming so they would have enough food to feed themselves. The maps show this because Michigan is not too hot, gets rain, and has fertile soil.

LESSON 11

Indigenous Homes by Region

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Investigate how Indigenous peoples in one cultural region adapted to the land using available resources to build homes and then compare homes across regions.	Explain how Indigenous peoples used natural resources to build homes in their region during group discussion, using causal language (<i>because, so, as a result</i>).

LESSON OVERVIEW

Students investigate how Indigenous peoples adapted to the land by building homes from the natural resources around them. They begin by comparing a map of Indigenous cultural regions with the U.S. regions map and discuss why the two do not match. Working in regional expert groups, students study one Indigenous cultural region that overlaps with their assigned U.S. region. They examine cards showing the natural resources available there and predict how people might have used them to build homes. Then, they learn how one Indigenous nation built a specific type of home. In a whole-class discussion, groups share and compare homes across regions, learning that natural resources in each region shaped the homes Indigenous peoples built, so homes looked different from region to region.

LESSON STANDARDS

PS 6, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 11 Slide Deck](#)

☐

[Indigenous Homes and Natural Resources Cards](#)

☐

[Indigenous Homes Notes Organizer](#)

☐

[Indigenous Homes Notes Organizer \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Connect to Previous Learning	10
Investigate Indigenous Homes	20

Plan for English Learner Success

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

- [Indigenous Homes Notes Organizer \(Sentence Frames\)](#): Provides sentence frames to support the written and spoken prediction with causal language.
- [Talk Moves Language and Literacy Builder](#): Provides sentence frames for listening and talk moves to help students engage in collaborative discussion.

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

English Proficiency Levels 1-2:

- Model a sentence frame before students work; take one resource from the group's card and finish a frame aloud together. For example: "There was cedar, so people could ____." Encourage students to use one frame and say their idea out loud before writing or in place of writing. During the discussion, highlight one sentence starter from the Talk LLB, so they can join in with a peer.
- [Look Fors](#): Students should connect at least one resource to one way it could be used, using a sentence frame with the target connecting word. Students may share orally with a peer or the teacher rather than in writing or with the whole class.

English Proficiency Levels 3-4:

- Encourage students to use the sentence frames to connect each resource to a use, prompting them to do more than one resource with *because* or *so*. During the group discussion, encourage moves from the Talk LLB, such as Add On and Inquire, so they can build on one another's ideas rather than taking turns.
- [Look Fors](#): Responses should use the sentence frames and causal language to connect more than one resource to how it was used. Students should contribute to the discussion, sharing orally with a peer or the class.

English Proficiency Levels 5-6:

- Students can use the sentence frames as a starting point and should be encouraged to expand beyond them, linking several resources to home features and adding their own reasoning. In the whole-class discussion, encourage them to compare across regions and connect how resources, and climate, shaped the different homes.
- [Look Fors](#): Responses should use compound or detailed sentences with causal language that link more than one resource to how the home was built and may connect the home to the region's climate. Students should readily participate in the group and whole-class discussion, building on and comparing others' ideas.

Lesson 11: Indigenous Homes by Region

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**ADVANCE PREPARATION**

Print [Indigenous Homes and Natural Resources Cards](#) in color if possible. In this lesson, students will work in their regional expert groups. Each group will study one Indigenous cultural region that overlaps with its assigned U.S. region (ex: West → Northwest Coast).

Each region has two cards. The first card shows the natural resources (building materials) available in that region. The second card describes how one Indigenous nation used those materials to build a specific type of home. Distribute the resource cards first, and hand out the second card only after students finish discussing and writing down their prediction.

Connect to Previous Learning (10 minutes)

Slide 2: Remind students that yesterday, they explored two things the land provides in each region: climate and natural resources. Explain that today they will see how Indigenous peoples have long used their knowledge and skills to build homes from the natural resources around them and how they adapted those homes to fit the climate of their region. Emphasize that these homes were intentional designs, not simply whatever materials happened to be on hand.

Slide 3: Display the Indigenous culture regions map.

Ask: *What do you think a culture region is?*

- Possible response: Areas or regions that share a similar culture.

Ask: *What do you notice about how these regions are named?*

- Possible response: Some are named after directions, like the Southeast. Others are named after the land itself, like the Great Basin or Plains.

Make sure to point out that several regions are named after the land itself. This is an early clue that land and the way people live are connected, which is what we will explore today.

Slide 4: Display the Indigenous culture regions map next to the U.S. regions map students have used throughout the unit. Prompt students to turn and talk.

**MAKE CONNECTIONS**

Dolls can be used to educate people about different cultural groups. Indigenous peoples have traditionally made dolls using materials in their local environment. See the lesson plan "[Smithsonian in Your Classroom: Native American Dolls](#)," created by the National Museum of the American Indian, which can be used as an optional extension to this lesson. In this activity, Indigenous artists from different climate regions explain how they make traditional dolls using local materials. Students work in small groups to learn about one kind of traditional doll and then share what they learned with the class.

Lesson 11: Indigenous Homes by Region

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Ask: *Why do you think the regions do not match across these two maps?*

Invite a few volunteers to share. Possible responses:

- We create regions based on common features. The Indigenous culture regions map is focused on different features than the U.S. regions map.
- Regions are made by people, not found in nature, so they can be different depending on the person's perspective.
- The Indigenous culture regions map groups peoples by shared ways of life, shaped by the land. They existed long before the U.S. regions.

Explain that each regional expert group will focus on one Indigenous culture region that overlaps with their assigned U.S. region:

- Northeast → Northeast
- Southeast → Southeast
- Midwest → Plains
- Southwest → Southwest
- West → Northwest Coast



CULTURAL COMPETENCE

Each of these regions is home to many Indigenous nations, and they are not all the same. Each card shows one example from one nation. The cards do not cover every nation in the region. This lesson focuses on five regions in the continental United States. Alaska Native peoples and Native Hawaiians have their own distinct homes and ways of adapting to the land that this lesson does not cover. To learn more or to extend student learning, see the web page "[Traditional Housing & Shelters](#)" from the Chugachmiut Heritage Preservation and the PBS video "[The Lost Art of Building Hale Structures in Hawai'i](#)" (17:39).

Lesson 11: Indigenous Homes by Region

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Investigate Indigenous Homes (20 minutes)

Slide 5: Distribute the first card (natural resources) from [Indigenous Homes and Natural Resources Cards](#) to each expert group. Distribute the [Indigenous Homes Notes Organizer](#) to each student.

Provide the following directions:

- Look closely at the natural resources on your card. These are the building materials Indigenous peoples in your region had access to.
- With your group, discuss how people might have used these resources to build homes.
- Use your notes organizer to take notes about how you think people might have used each resource. Then, sketch or describe how you might have built a home using those materials.

Slide 6: Once all groups have written their prediction, distribute the second card (the home reveal) from [Indigenous Homes and Natural Resources Cards](#) to each group.

Invite groups to read how one Indigenous nation in their region used these materials to build a specific type of home. Emphasize that homes within a region did not all look the same. The card shows just one example of how one nation traditionally used the resources around them. It is not the only kind of home built in that region.

Prompt groups to discuss the following questions:

- *Were your predictions close? What surprised you?*
- *How did an Indigenous nation in your region adapt to the land?*

Slide 7: Share and compare across regions.

Prompt each group to briefly share about the home that they learned about. Then, invite students to compare across regions.

Ask: *Why do you think homes look so different across regions?*



SUPPORT ALL STUDENTS

Distribute [Indigenous Homes Notes Organizer \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their prediction.



LEARN MORE

To learn more about how the environment influences the engineering of Indigenous homes in the Pacific Northwest, see this resource from the Burke Museum of Natural History and Culture in Seattle: [“Burke From Home: Home.”](#)



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) to help them respond to one another and add on.

Lesson 11: Indigenous Homes by Region

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Possible responses:

- Indigenous peoples traditionally used the resources found where they live to build their homes.
- Traditional homes of Indigenous peoples look different depending on the resources available where they live and the climate that they live in.

Lesson 11: Indigenous Homes by Region

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Indigenous Homes Notes Organizer (Teacher Version)

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.

Answers will vary. Look for students to make plausible predictions linking resources to possible uses and use causal language (*because, so, or as a result*). Below are sample responses based on the Southeast natural resources card.

Natural Resource	How could it be used to build a home?
palmetto leaves	There were palmetto leaves, so people could weave them together to make a roof to keep out the rain.
vines	There were vines to tie together other materials because the vines are like rope.
cypress trees	There were tall cypress trees, so people could cut the logs to make the walls of the house.

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

Answers will vary. Students should be able to pull several resources together to fit into one home idea and explain how different resources connect to specific parts of the home.

LESSON 12

Agriculture

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE

Analyze an article to identify features of an agricultural region and explain sustainable farming practices to others.

LANGUAGE OBJECTIVE

Summarize information gathered from an article about a farming region's land, crops, and sustainable practices in note form.

LESSON OVERVIEW

In this lesson, students investigate how agriculture is a way people adapt to and shape the land. After reviewing what they know about their region's climate, they predict what might be farmed there. They use a farm resources regions map from the USDA to find the farming areas within their assigned U.S. region and note what is grown across them. Then, they read an article about one farming area in their region to learn how its climate, soil, and topography shape what is grown and what sustainable practices are used. To close out, the class discusses how farming can negatively impact the land and how sustainable farming practices ensure that land is kept healthy for the future.

LESSON STANDARDS

PS 6, PS 7, 4.T4a.4, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 12 Slide Deck](#)
- ☐ [Farm Resource Regions Map](#)
- ☐ [Sustainable Farming Notes Organizer](#)
- ☐ [The Fruitful Rim Article](#)
- ☐ [The Northern Crescent Article](#)
- ☐ [The Heartland Article](#)
- ☐ [The Prairie Gateway Article](#)
- ☐ [The Mississippi Portal Article](#)
- ☐ [Sustainable Farming Notes Organizer \(Teacher Version\)](#)

VOCABULARY

agriculture
sustainable

Lesson 12: Agriculture

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LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Frame the Investigation	5
Investigating Sources: Farm Region Articles	20

Plan for English Learner Success

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

- [Farm Region Articles \(Underlined Text\)](#): Provides versions of the articles with the relevant information pre-underlined to support reading comprehension and locating the key details students record in their notes.

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

English Proficiency Levels 1-2:

- Model how to turn one underlined detail into a note by writing a shorter version of it in the matching box on the notes organizer. Students may also copy the underlined phrase directly into each box. Allow students to work with a language-proficient peer or aide to read sources and identify evidence for their notes organizer.
- Look Fors: Using the pre-underlined article, students record a key detail in most boxes on the notes organizer, copying or shortening the underlined phrases. Notes may be brief (i.e., keywords) or copied rather than reworded.

English Proficiency Levels 3-4:

- Encourage students to find each underlined detail and record it in a short phrase of their own words rather than copying whole sentences. You might also provide students with highlighters and encourage them to highlight just the few words they will actually use in their notes.
- Look Fors: Students record a relevant detail in every box using short phrases, drawing on the underlined text but beginning to reword it with some specificity.

English Proficiency Levels 5-6:

- Students can work from either the regular article or the pre-underlined version. Encourage students to capture the information in their own words instead of copying directly.
- Look Fors: Students independently locate and summarize key information into accurate, concise notes across all boxes.

Lesson 12: Agriculture

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**ADVANCE PREPARATION**

Print a [Farm Resource Regions Map](#) per regional expert group in color, or plan to display the map in the slide deck. If printed, the maps can be laminated and collected at the end of the lesson for reuse.

In this lesson, students will work in their regional expert groups. Each group will study one farming region that overlaps with their assigned U.S. region (ex: West → Fruitful Rim). Print enough copies so that each student can have their own copy of their assigned article.

Create a T-chart on chart paper or your whiteboard. Label the columns with the following questions:

- *How can unsustainable farming harm the land?*
- *How can sustainable farming protect the land?*

Build the Word Wall (5 minutes)

Slide 2: Activate prior knowledge and introduce the topic for today's lesson.

- Remind students that in the previous lesson they saw how Indigenous peoples adapted to the land by building homes using the resources around them.
- Explain that growing food is another way people adapt to the land, and it also shapes the land; people choose crops that fit a place and change the land to grow them.
- Note that Indigenous peoples have farmed and shaped the land for thousands of years, for example by growing corn, beans, and squash together (the Three Sisters), and many still farm today. This lesson focuses on agriculture in the United States today.

Slide 3: Ask: *What is agriculture?*

Prompt students to use clues from the photo to predict what it means before the Build the Word Wall routine.

Slide 4: Introduce a new vocabulary word students will need to know for this lesson: *agriculture*.

- Say the word: *agriculture*
- Use the word in context: *Agriculture in Massachusetts produces milk and vegetables from small farms.*

Lesson 12: Agriculture

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- Share the student-friendly definition: *the practice of growing crops and raising farm animals for food*
- 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 5: Highlight the word's features:

- The word comes from Latin: *ager* (meaning “field”) + *cultura* (meaning “growing or cultivating”).
- So *agriculture* means growing food in fields.

Slide 6: Introduce a new vocabulary word students will need to know for this lesson: *sustainable*.

- Say the word: *sustainable*
- Use the word in context: *Sustainable practices in agriculture protect natural resources like water and soil.*
- Share the student-friendly definition: *a way of using a resource while leaving enough for the future*
- 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.



CULTURAL COMPETENCE

Remind students that agriculture today has its roots in Indigenous agriculture, which has a long history of cultivating the first corn, beans, squash, and other native food plants in a sustainable way. Learn more about the history of corn from this newsletter from the National Park Service: “[Corn: An American Native.](#)”

Slide 7: Highlight the word's features:

- *Sustainable* is an adjective, used to describe something. For example, *sustainable farming*.
- The word is built from two parts: *sustain* (meaning “to keep going”) and *-able* (meaning “able to”). Put together, *sustainable* means “able to keep going.”
- The opposite is *unsustainable*, meaning “something that cannot last.”

Lesson 12: Agriculture

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Frame the Investigation (5 minutes)

Slide 8: Organize students into their regional expert groups. Prompt them to recall what they learned about their region's climate and natural resources in Lesson 10.

Prompt groups to make a prediction: *Based on your region's climate and land, what do you think would be easy or hard to grow there? Why?*

Possible responses:

- It rains a lot in our region, so it would be easy to grow plants that need water.
- Our region is dry, so it might be hard to grow crops that need a lot of water. It might be easier to raise animals.
- Our region is flat and has fertile soil, so it would be easy to grow crops that need a lot of space, like corn or wheat.

Slide 9: Distribute a [Sustainable Farming Notes Organizer](#) to each student and a copy of the [Farm Resource Regions Map](#) to each regional expert group. Explain that the map shows different farming regions and what is grown in each.

Direct each group to find the farming areas inside their assigned U.S. region and record two or three areas on their handout along with the main agricultural product grown in each.

Point out that most U.S. regions contain more than one farming area because the climate and land change across a single region.

Lesson 12: Agriculture

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Investigating Sources: Farm Region Articles (20 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 10: Connect to the Cluster 2 Supporting Question:



How have people adapted to and shaped the land in different regions?

Tell students that today they will read about one farming area in their region to find out what is farmed there and why and to check their prediction.

Distribute the relevant articles for each regional expert group:

- Northeast: [The Northern Crescent Article](#)
- Southeast: [The Mississippi Portal Article](#)
- Midwest: [The Heartland Article](#)
- Southwest: [The Prairie Gateway Article](#)
- West: [The Fruitful Rim Article](#)

OBSERVE THE DOCUMENT'S FEATURES

Slide 11: Before reading the articles, have students look at the title, the two section headings, and the picture(s). Ask: *Based on these text features, what do you already know about the topic of the article?* Encourage students to discuss with their regional expert group. Possible responses:

- It's about how farmers adapt to the land and climate.
- It's about ways that farming can impact the land and how farmers can use sustainable farming practices to keep the land healthy.
- It's about the kinds of things that farmers can grow in this region.



SUPPORT ALL STUDENTS

Distribute the relevant article(s) from [Farm Region Articles](#) (Underlined Text) to students who would benefit from articles with relevant information pre-underlined.

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READ THE DOCUMENT

Slide 12: Read the short opening paragraph aloud to the whole class to set up the reading. This paragraph is the same for every article.

Then, prompt groups to read the remaining two sections aloud together, underline relevant information, and record the following information on their handout:

- How the land shapes farming (climate, soil, topography)
- What is farmed (major farm products)
- How farming can harm the land
- How farmers care for the land (one sustainable farming practice)

CONNECT TO OUR QUESTION

Slide 13: Bring the class back together. Explain that the article showed two things: first, how farmers adapt to the land they live on, and second, how they shape it. Tell students we will now look more closely at how farming shapes the land.

Draw a T-chart on the whiteboard or on chart paper. Label the left column “How can unsustainable farming harm the land?” and the right column “How can sustainable farming protect the land?”

Have students use their notes, especially related to the sustainable practice they read about, to help fill in the chart.

Left-column possible responses:

- Some farming practices use chemicals to kill pests and to enrich the soil that can harm ecosystems.
- Growing the same crop in one place for a long time can use up all the nutrients in the soil.
- Using up natural resources means they won’t be there for future generations.



TEACHING TIP

The first two sentences in the opening paragraph corresponds with and summarizes the key takeaway in the first section of the article. The next two sentences correspond with and summarize the key takeaways in the second section of the article. You can point this out to students to prime their reading and analysis.



LEARN MORE

To learn more about sustainable grazing practices in the Prairie Gateway, read the article from the Yale Environment Review, “[Where Bison Roam, Prairies Thrive](#).” This source explains that cattle grazing can manage grasslands, but bison grazing promotes a more drought-resistant ecosystem.

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Cluster 2: Land and Adaptation

Right-column possible responses:

- Plants and animals that are part of the local ecosystem can help maintain balance on a farm by controlling pests.
- Soil can be preserved by disturbing it as little as possible.
- Compost can enrich the soil without using chemical fertilizer.
- Preserving resources means that they will be there for future generations.

Close out by reiterating that people shape the land through farming, and sustainable practices keep the land healthy for the future.

Lesson 12: Agriculture

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Sustainable Farming Notes Organizer (Teacher Version)

Part 1: Map Analysis

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 farm products of each.

Answers will vary depending on the assigned region. Below are sample responses based on the West region.

Farming Area	Main Products
Fruitful Rim	fruit, vegetables, cotton
Basin and Range	cattle, wheat, sorghum
Northern Great Plains	wheat, cattle, sheep

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.

Answers will vary. Look for the inclusion of specific details quoted or paraphrased from students' assigned article. Below are sample responses based on the West region.

Farming area: Fruitful Rim

Climate	Mild, but changes from place to place. Some parts are cooler, some parts are warmer, some parts are dry.
Soil	Fertile
Topography	Mix of hills and flat valleys
Major Product(s)	Fruits and vegetables
How can farming harm the land in your region?	Pesticides can kill helpful insects like bees.
What is one sustainable practice farmers use to protect the land?	Letting helpful insects like ladybugs eat the pests by leaving wild plants near fields, which controls pests without chemicals

LESSON 13

Mining, Drilling, and Logging

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE

Explain why industries form in regions where a natural resource is plentiful, and describe how extracting that resource shapes the land.

LANGUAGE OBJECTIVE

Write cause-and-effect statements using connecting words (*because, as a result, so*) to describe how a region's natural resources lead to industries and how extracting those resources changes the land.

LESSON OVERVIEW

In this lesson, students begin by defining *industry* and *extract* using the Build the Word Wall routine. They participate in a stations activity to learn about four groups of resources that are plentiful in different regions of the United States. They brainstorm the industries that grow where resources are plentiful (an example of human adaptation) and learn about how extracting resources can also shape the land, sometimes in harmful ways. Students then apply this thinking to their own expert region. An optional extension uses the book *We Are Water Protectors* to examine the Dakota Access Pipeline at the Standing Rock Sioux Reservation, introducing how a community responds when an extractive industry puts their water and land at risk. Students will build upon this in Cluster 3, when they learn about how communities across the nation have responded to natural disasters.

LESSON STANDARDS

PS 3, PS 6, PS 7, 4.T4a.4, RI.4.3, SL.4.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 13 Slide Deck](#)
- ☐ [Industries and Resources Stations](#)
- ☐ [Natural Resources and Industries Map](#)
- ☐ [Natural Resources and Industries Map \(Teacher Version\)](#)
- ☐ [Lesson 13 Exit Ticket](#)
- ☐ [Lesson 13 Exit Ticket \(Teacher Version\)](#)

VOCABULARY

extract
industry

Lesson 13: Mining, Drilling, and Logging

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LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Investigate Locations of Industries	20
Synthesize and Connect to Your Region	5
Optional Extension: Water Protectors at Standing Rock	25

Lesson 13: Mining, Drilling, and Logging

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Plan for English Learner Success

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

- [Industries Word Bank](#): Provides words to support the vocabulary students need to name industries and jobs.
- [Cause-Effect Language and Literacy Builder \(3-5\)](#): Supports the formation of cause-and-effect statements with sentence frames and examples.

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

English Proficiency Levels 1-2:

- If possible, provide students with access to an aide or a language-proficient peer to help them translate the words in the industries word bank. If that's not possible, consider pre-highlighting just four of the industries for them to focus on and previewing them ahead of time. Before students write on the Exit Ticket, model a cause-and-effect statement aloud by taking one resource and one industry and finishing a less complex sentence frame from the LLB together. For example, "My region has forests, so logging grows here."
- [Look Fors](#): Using the word bank and a less complex sentence frame with the target connecting word, students connect one resource to one industry and connect extracting a resource to one change in the land. Students may share orally rather than in writing.

English Proficiency Levels 3-4:

- Access to an aide or a language-proficient peer may help students translate and choose words from the industries word bank. Encourage students to choose sentence frames from the LLB to build a cause-and-effect statement for each question by prompting them to use *because* or *so*.
- [Look Fors](#): Responses use sentence frames from the LLB and causal language to connect a resource to an industry and extraction to a change in land, drawing on a few words from the word bank with some elaboration, such as naming a specific job or a specific change.

English Proficiency Levels 5-6:

- Students can use the industries word bank and the sentence frames from the LLB as a starting point and should be encouraged to expand beyond them, for example, by using *as a result* or a more complex frame to combine ideas and weigh whether a change helps the land, harms it, or both.
- [Look Fors](#): Responses use several words from the word bank, along with students' own words, in more complex cause-and-effect sentences that connect resources to industries and extraction to changes in the land. Students engage in the task mostly independently.

Lesson 13: Mining, Drilling, and Logging

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**ADVANCE PREPARATION**

Prepare a stations activity for students by following these steps:

- Print one copy of [Industries and Resources Stations](#).
- Separate the resources into four groups: mineral resources, coal resources, petroleum resources, and forest resources.
- Affix each group to its own piece of chart paper. Leave space for students to post sticky notes with ideas in response to the guiding question for each group.
- Post the four pieces of chart paper in different areas of the classroom where students can access them.
- At each station, provide sticky notes and enough colored pencils for a quarter of your class. Provide all the same color of pencils at each station (four colors for four stations).
- If possible, acquire clipboards for students to use during the stations activity.

For the optional extension, obtain a copy of [We Are Water Protectors](#) by Carole Lindstrom to read aloud to students. If you'd prefer, you can also use the video "[Read Aloud: We Are Water Protectors by Carole Lindstrom](#)" from Stories with Star. Preview the video before the lesson to familiarize yourself with the content.

Build the Word Wall (5 minutes)

Slide 2: Reference the Word Wall to remind students of the definition of *natural resource*: an element found in nature that is useful or has value to humans.

Explain that using a region's natural resources is one way people adapt to the land. In Lesson 11, for example, students learned how Indigenous peoples used natural resources around them to build homes and other buildings.

When resources are very plentiful in certain regions, industries grow up around it.

Slide 3: Introduce a new vocabulary word students will need to know for this lesson: *industry*.

- Say the word: *industry*
- Use the word in context: *There is so much iron in Minnesota that a large industry grew to mine and ship the product.*
- Share the student-friendly definition: *a group of businesses that process a resource into products*

**LEARN MORE**

To learn more about fossil fuels, see this interactive web page from the Smithsonian National Museum of Natural History: "[What Are Fossil Fuels?](#)"

Lesson 13: Mining, Drilling, and Logging

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Cluster 2: Land and Adaptation

- 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 a new vocabulary word students will need to know for this lesson: *extract*.

- Say the word: *extract*
- Use the word in context: *Companies extract oil by drilling deep into the ground.*
- Share the student-friendly definition: *to take a natural resource out of the land or 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.

Investigate Locations of Industries (20 minutes)

Slide 5: Prepare for the investigation. Distribute the [Natural Resources and Industries Map](#) and a clipboard (if available) to each student.

Explain that students will do a stations activity to learn about four kinds of resources that are used in certain industries. Tell students that they will make a map showing the top five states that produce these resources: minerals, coal, petroleum, and wood.

Lesson 13: Mining, Drilling, and Logging

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At each station, students will have two tasks:

- Answer the question: *What industries do you think use this resource?* Students write ideas on sticky notes and attach them to the chart. They can build on each other's ideas as they move between stations, using the chart, previous lessons, or their own background knowledge. The objective is to brainstorm, not to be an expert in the information.
- Use a colored pencil from the station to shade the top five states that produce that resource on the map in the handout.

Warn students that Texas will be in the top five producers of two natural resources. They should make alternating stripes for Texas to show two natural resources.

Slide 6: Facilitate the stations activity:

- Plan equal time intervals for notifying students that it's time to move to the next station.
- Circulate while students are working. As you circulate, point out the images that show how each resource is taken from the land (open-pit quarries, mountaintop removal, offshore drilling rigs, harvested forests). Students will use these observations in the synthesis. You can also use the talking points below to contribute to conversations as appropriate.



SUPPORT ALL STUDENTS

Distribute [Industries Word Bank](#) to students who would benefit from a word bank of industries to help them answer the question: *What industries do you think use this resource?* The bank is mixed across all four resources, so students will still need to reason about which industries fit which resource.



MAKE CONNECTIONS

Topics in this lesson connect to fourth-grade science standard 4-ESS3-1: Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel resources are renewable and some are not.

Clarification Statements:

- Examples of renewable energy resources could include wind energy, water behind dams, tides, and sunlight.
- Non-renewable energy resources are fossil fuels and nuclear materials.

Lesson 13: Mining, Drilling, and Logging

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Cluster 2: Land and Adaptation**Minerals:**

- Remind students that iron is important for making steel.
- Remind students that copper, silver, and gold are important minerals from states in the west like Nevada, Arizona, and California.
- Ask students to look around them for products made from crushed stone (e.g., concrete walls, cement sidewalks, gravel on the playground, etc.).
- Explain the process for mining crushed stone: Rock is dug from giant open pits called quarries. The rock is blasted from quarry walls and crushed to different sizes.
- There are some operational quarries in Massachusetts (and some no longer in use that have filled with water). But crushed stone is not a big part of the Massachusetts economy.

Coal:

- Explain that the reason coal is valuable is that it can be burned to release energy. This can create heat or can be used in power plants to create electricity.
- If students wonder why Wyoming is first in coal production while being apart from the other coal states, explain that there are several types of coal. The type of coal found in Wyoming is different from the type found in the other states in the top five.
- Coal can be mined by removing the mountain top or by digging into the coal seam.

Petroleum:

- Explain the difference between crude oil and natural gas: They were formed in the same places and in the same way, but the gas rises to the top because it is lighter.
- There are many kinds of offshore drilling rigs depending on the depth of the ocean and the depth of the oil. Drilling is dangerous and expensive work.
- If students choose to do so, they can also shade the part of the Gulf of Mexico where the U.S. federal government has the rights to drill.

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Wood:

- Explain that wood is a natural resource and that people in some regions harvest that resource to create lumber to sell.
- Although there are forests in many regions, the top states for wood are in the Southeast and Northwest regions of the United States.

Synthesize and Connect to Your Region (5 minutes)

After students return to their desks, walk from chart to chart to highlight some of the responses related to the question: *What industries do you think use this resource?* Clarify any major misperceptions, but don't expect mastery of information about industries.

Then ask: *From what you saw at the stations, how might extracting these resources change the land?*

Possible responses:

- Mining crushed stone leaves giant open pits called quarries.
- Mining coal can remove the top of a mountain.
- Drilling for oil puts rigs on the land and in the ocean.
- Logging cuts down forests, though new trees can be planted to replace them.

Reinforce the idea that extracting a resource is a way people adapt to the land, and it is also a way people shape the land, sometimes in harmful ways.



TEACHING TIP

To go deeper into how extracting and using resources affects the planet, consider sharing the video [“The Impact of Resource Extraction On Our Planet”](#) from the Digital Classroom Experience, which ties together ideas from this lesson and the “Agriculture” lesson. For a current events connection, the BBC video [“How AI Uses Our Drinking Water”](#) shows that the data centers powering AI tools consume large amounts of water and electricity. Students may be surprised that a digital technology depends on natural resources that can affect the environment.

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Slide 7: Distribute the [Lesson 13 Exit Ticket](#) to students to synthesize learning and make connections to their assigned U.S. region. Provide time for students to independently answer the following questions:

- Which natural resources are plentiful in your region?
- What industries and jobs might extracting these resources create and why?
- How might extracting these resources shape the land in your region? Could those changes help the land, harm it, or both?



SUPPORT ALL STUDENTS

Remind students that their [Cause-Effect Language and Literacy Builder \(3-5\)](#) can be a helpful tool in writing their Exit Ticket responses.

Optional Extension: Water Protectors at Standing Rock (25 minutes)

Slides 8–9: Remind students of the Cluster 2 Supporting Question:



How have people adapted to and shaped the land in different regions?

Remind students that mining, drilling, and logging are ways people adapt to the land, but extracting resources also shapes the land, and sometimes that shaping can harm the land or the resources people depend on.

Slides 10–11: Share some brief context about the Dakota Access Pipeline.

- Connect back to the petroleum station by explaining that after crude oil is drilled, it is often moved long distances through pipelines.
- A company built the Dakota Access Pipeline to carry crude oil across the land and under the Missouri River.
- This was just upstream from the Standing Rock Sioux Tribe's reservation in the Dakotas.
- The tribal nation worried that a leak could poison the water they drink.
- The pipeline also crossed land that was sacred and protected by a treaty.

Lesson 13: Mining, Drilling, and Logging

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Slide 12: Read aloud *We Are Water Protectors* by Carole Lindstrom or play the video on the slide: “Read Aloud: We Are Water Protectors by Carole Lindstrom” from Stories by Star (5:09). Before reading, point out that the “black snake” in the story stands for the oil pipeline.

Share the following questions to guide the reading: *What reasons do the water protectors give for protecting the water? Pay attention to both the words and pictures.*

Possible responses:

- Water is life. The book calls it the “first medicine.”
- Water connects all living things (“we are all related”).
- The black snake (the pipeline) could poison the water.
- Water is sacred.

After reading, ask what questions students still have about Standing Rock and the pipeline and record a few. Possible responses:

- Did the pipeline ever leak?
- What happened to the people who gathered to protest?
- Why was the pipeline built so close to the reservation?
- Could the tribal nation stop it?



LEARN MORE

Another book on this topic, written by Lipan Apache author, Aslan Tudor, and co-written by his mother, Kelly Tudor, is *Young Water Protectors: A Story About Standing Rock*. It tells the story of Aslan’s journey at eight years old to Standing Rock to protest the construction of the Dakota Access Pipeline. Consider making this book available for students interested in learning more about Standing Rock and hearing the perspective of someone their own age.



LEARN MORE

Students may be interested in learning more about this history, so spend some time deepening your own background knowledge by watching the TED Talk video “[The Standing Rock Resistance and Our Fight for Indigenous Rights](#)” by Tara Houska or exploring the multimedia web page “[Treaties Still Matter: The Dakota Access Pipeline](#)” from Native Knowledge 360°.

Slide 13: Share context about the protests and aftermath (also in the book's afterword).

- The protests started in April 2016 with just a few Standing Rock Sioux tribal members.
- Over time, the movement grew to more than 500 Indigenous nations from all over the world.
- Despite the protests, the pipeline was built, and it leaked even before construction was complete.

Lesson 13: Mining, Drilling, and Logging

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Explain that even though the pipeline was built, this is an example of how a community can respond when something they care about is at risk. Responding to an issue does not always change the outcome, but it is how communities act and make their voices heard.

Slide 14: Invite students to meet with their regional expert group. Remind students that they already wrote about a resource in their region and how taking it might shape the land. Tell them to use Standing Rock as a model: A resource was extracted, it put the community's water at risk, and the people responded.

Prompt groups to think about their assigned region and discuss the following questions:

- *Look at your Exit Ticket. What is one natural resource in your region, and how could extracting it affect people's land, water, or air?*
- *If that happened, how could surrounding communities respond?*

Note: This Lesson Extension supports PS 7 and primes students for the kind of thinking they will be engaging in in Cluster 3.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) to help them respond to one another and add on.



LEARN MORE

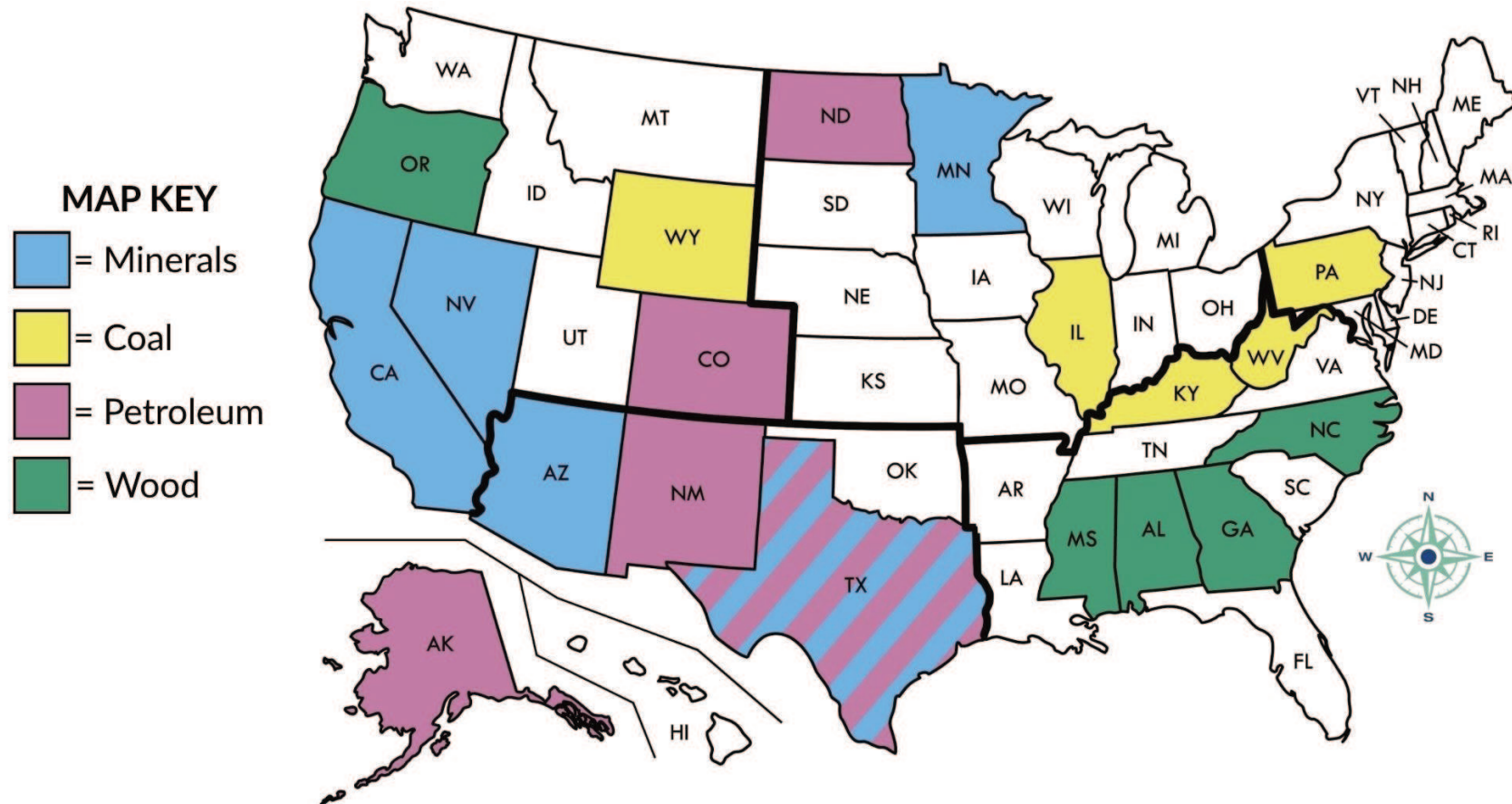
Although not appropriate for fourth graders, the nonfiction book *Killers of the Flower Moon* and the 2023 film adaptation of the same name tell the true story of the Osage Nation, who grew wealthy in the 1920s from oil found on their reservation in Oklahoma. Because the U.S. government did not trust the Osage to control their own money, many were placed under white “guardians” who managed their wealth, and during a period known as the Reign of Terror, numerous Osage people were murdered by non-Indigenous people trying to steal their oil fortunes. The film is rated R and the book is written for adults, but they can deepen your own background knowledge of how resource wealth has been used to exploit and harm Indigenous nations.

Lesson 13: Mining, Drilling, and Logging

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Natural Resources and Industries Map (Teacher Version)

Directions: Shade the top five states for minerals, coal, petroleum, and wood. Choose a different color for each resource and indicate the color in the map key. Texas will have two of these natural resources, so make stripes using both colors. When your map is finished, answer the question below.



Name: _____ Date: _____

Lesson 13 Exit Ticket (Teacher Version)

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.

Student responses will vary. Look for specific information from the stations activity and the inclusion of cause-and-effect language in their writing. Possible responses based on wood (Southeast and West region) are below.

1. Circle the natural resources plentiful in your region:

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

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

- My region has lots of forests, **so** logging companies and sawmills might grow here.
- Paper manufacturing and furniture manufacturing might grow here too, **because** there is plenty of wood to turn into products.

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

When loggers cut down trees, the forests get smaller. **As a result**, some animals might lose their homes, which could harm the land. But companies can plant new trees to replace the ones they cut, **so** the forest can grow back over time.

LESSON 14

Putting It Together

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE

Synthesize learning about examples of human adaptation in U.S. regions by citing evidence from multiple sources.

LANGUAGE OBJECTIVE

Engage in collaborative discussion about how people have adapted to and shaped the land in different regions of the United States using evidence from the cluster.

LESSON OVERVIEW

The Putting It Together lesson brings students back to the Cluster 2 Supporting Questions: *How have people adapted to and shaped the land in different regions?* Students synthesize their learning by reviewing the Inquiry Chart and evidence they examined throughout Cluster 2. Then, students participate in small-group work with their regional expert group to identify and discuss examples of how people have adapted to and shaped the land in their region. Student groups summarize their key takeaways on sticky notes or a collaborative chart paper. Finally, students participate in a whole-class discussion to share about one example of adaptation from their region and discuss similarities and differences across the United States.

LESSON STANDARDS

PS 3, PS 6, 4.T4a.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, SL.4.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 14 Slide Deck](#)
- ☐ [Cluster 2 Inquiry Chart](#)
- ☐ [Cluster 2 Inquiry Chart \(Teacher Version\)](#)
- ☐ Lesson 10: Climate and Natural Resources Notes Organizer
- ☐ Lesson 11: Indigenous Homes Notes Organizer
- ☐ Lesson 12: Sustainable Farming Notes Organizer
- ☐ Lesson 13: Natural Resources and Industries Map
- ☐ Lesson 13: Exit Ticket

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Lesson 14: Putting It Together

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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 the connection of what sources say to learnings and inquiry questions.
- [Talk Moves Language and Literacy Builder](#): Provides sentence frames for listening and talk moves to help students engage in the group and whole-class discussion.

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

English Proficiency Levels 1-2:

- As groups identify examples of humans adapting to and shaping the land in their region, help students choose one sentence frame from the Connect LLB and one notes organizer to pull a piece of evidence from. Allow drawings, single words, and short phrases on the chart and sticky notes. For the discussion, pre-highlight one talk move from the Talk LLB for students to use. If possible, give students a couple of minutes to rehearse their idea with you, an aide, or a language-proficient peer before sharing.
- [Look Fors](#): Responses use a Connect LLB sentence frame and at least one vocabulary word (such as *adapt*, *extract*, or *sustainable*), to connect one example from their notes to how people adapted to or shaped the land in their region. Students may share with a peer or contribute one idea using a talk move.

English Proficiency Levels 3-4:

- Guide students to choose Connect LLB sentence frames that match their ideas and to pull evidence from more than one notes organizer. During the discussion, encourage talk moves from the Talk LLB to build on a peer's idea or ask a question. If possible, give students time to rehearse with a language-proficient peer before sharing.
- [Look Fors](#): Responses use Connect LLB sentence frames with specific evidence from at least one source to explain how people adapted to or shaped the land. Students use talk moves to add on to peers' ideas or ask for clarification during the discussion.

English Proficiency Levels 5-6:

- Provide the Connect LLB and Talk LLB as optional references. Encourage students to synthesize across more than one of their notes organizers and to use talk moves to compare their region with others during the whole-class share-out.
- [Look Fors](#): Students readily participate with detailed responses that synthesize evidence from several notes organizers to explain how people both adapted to and shaped the land in their region. They use talk moves naturally to listen, add on, clarify, or compare across regions.

Lesson 14: Putting It Together

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**ADVANCE PREPARATION**

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Regional expert groups will need a fine-tip marker and chart paper and/or sticky notes to collect discussion takeaways.

Review Learning Documentation (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Climate and Natural Resources Notes Organizer**
- **Indigenous Homes Notes Organizer**
- **Sustainable Farming Notes Organizer**
- **Natural Resources and Industries Map**
- **Lesson 13 Exit Ticket**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Unit 5, Cluster 2 Inquiry Chart
- Word Wall

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 2.

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 2 Supporting Question and “put together” what they have learned so far about how people adapted to and shaped the land in different regions.

Slides 4–7: Present the **Unit 5, Cluster 2 Inquiry Chart** that the class created in Lesson 9, and remind students of the Cluster 2 Supporting Question:

Lesson 14: Putting It Together

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How have people adapted to and shaped the land in different regions?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the "What did we do?" column aloud. If time allows, ask students for other important activities or experiences they remember. Then briefly review the resources used across the cluster, and give students a few minutes to organize their notes organizers and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 8: Organize students into their regional expert groups. Distribute chart paper and a fine-tip marker to each group or have them use sticky notes. Direct each group to divide their chart into two parts:

- *How have people adapted to the land in our region?*
- *How have people shaped the land in our region?*

Using their notes organizers from across the cluster, encourage groups to work together to find examples for each question and record their key takeaways. Remind them that the same example can sometimes show both, such as farming, which adapts to the climate and also shapes the land.

Slide 9: Then bring the class back together. Invite each group to share one example of how people adapted to the land in their region and one example of how they shaped the land in their region. As groups share, record responses in the "What did we learn?" column of the Inquiry Chart.

Then ask: *What is similar across regions? What is different? Why do you think that is?*

Possible responses:

- **Similar:** In every region, people have adapted to the climate and resources they have available to them. In every region, people have shaped the land in ways that can be sustainable or can be harmful.



TEACHING TIP

Setting a visual timer can help students anticipate the transitions as they work through the group activity. You also may want to have groups choose specific students to be responsible for key tasks (e.g., notetaker, resource manager, facilitator, participation tracker). See Edutopia's article, "[Roles That Encourage Equitable Collaborative Learning](#)" for ideas on how to make group work more meaningful.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) as they identify examples of people adapting to and shaping the land. [Talk Moves Language and Literacy Builder](#) can be used to support small-group and whole-class discussion.

Lesson 14: Putting It Together

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- **Different:** Each region's homes, crops, and industries are different because the climate and resources are different.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 9 as part of their Launching the Question routine, as well as questions from the "Wonder" column of the **Unit 5 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.

STAMP THE KEY LEARNING

Collect each groups' chart paper or sticky notes. 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.

Note: Keep the chart paper or sticky notes for students to reference during Lesson 15.

Lesson 14: Putting It Together

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LESSON 15

Formative Assessment

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How have people adapted to and shaped the land in different regions?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain how a region’s land led people to adapt using evidence from cluster sources.	Write an explanation of how a region’s land led people to adapt using cause-and-effect language and relevant details from cluster sources.

LESSON OVERVIEW

In this Formative Assessment, students show what they have learned by explaining how people have adapted to the land in different regions. Using evidence from the cluster, each student completes a three-part planning organizer that names a feature of their region's land and two ways people have adapted to that feature. Students then use their organizer to write a short paragraph that explains, with cause-and-effect language, how the land led people to adapt in each of those two ways.

LESSON STANDARDS

PS 3, PS 6, 4.T4a.4, 4.T4a.5, 4.T4b.2, 4.T4c.2, 4.T4d.3, 4.T4e.3, W.4.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 15 Slide Deck ☐ Cluster 2 Formative Assessment Task ☐ Lesson 10: Climate and Natural Resources Notes Organizer ☐ Lesson 11: Indigenous Homes Notes Organizer ☐ Lesson 12: Sustainable Farming Notes Organizer ☐ Lesson 13: Natural Resources and Industries Map ☐ Lesson 13: Exit Ticket ☐ Lesson 14: Small-group notes

LESSON AT A GLANCE

Component	Time
Introduce the Task	5
Formative Assessment	25

Lesson 15: Formative Assessment

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Plan for English Learner Success

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

- [Cluster 2 Formative Assessment Task \(Sentence Frames\)](#): Provides sentence starters for each part of the planning organizer and a paragraph frame for the written response.
- [Claim-Evidence Language and Literacy Builder](#): Supports explanation of how evidence supports a given claim.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer during planning. Help students choose one source to work from, and guide them to write about one adaptation rather than two. Students can use the sentence starters and frames on the scaffolded handout and the Word Wall to find key terms about their region's land.
- [Look Fors](#): Writing includes single words or short phrases added to the sentence starters to name a land feature and at least one adaptation. Writing may be copied directly from cluster sources. Using the paragraph frame, the student produces at least one cause-and-effect sentence. One word from the Word Wall is included.

English Proficiency Levels 3-4:

- Encourage students to use the LLB along with the sentence starters to connect their ideas into sentences. Prompt them to write about two adaptations and to use *because* or *so* to link each one to the land.
- [Look Fors](#): Writing uses the sentence starters and paragraph frame to produce simple sentences naming a land feature and two adaptations, with each adaptation connected to the land using cause-and-effect language. At least one word from the Word Wall is included.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence starters and/or use the LLB for expanded options for sentence construction. Encourage them to write beyond the paragraph frame.
- [Look Fors](#): Writing includes compound sentences that connect the land feature to two adaptations in a clear cause-and-effect paragraph. Several key words from the Word Wall are included.



ADVANCE PREPARATION

Ensure that the Unit 5, Cluster 2 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference and discussion.

Lesson 15: Formative Assessment

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Introduce the Task (5 minutes)

Slide 2: Inform students that for this cluster's Formative Assessment, they will write an explanatory paragraph that answers the Supporting Question:



How have people adapted to and shaped the land in different regions?

Tell students that today they will focus on the first part of this question: how people have adapted to the land. Remind them that in the previous lesson, they worked with their regional expert groups to identify examples of people adapting to and shaping the land. Today, they will choose two examples of adaptation from their region to write about.

Slide 3: Explain that to support their explanation, students need to find evidence from at least one of their cluster sources. They can use any of the following materials:

- **Climate and Natural Resources Notes Organizer**
- **Indigenous Homes Notes Organizer**
- **Sustainable Farming Notes Organizer**
- **Natural Resources and Industries Map**
- **Lesson 13 Exit Ticket**
- Small-group notes from the Putting It Together lesson

Remind students of the additional reference tools around the classroom to support their ideas:

- Unit 5, Cluster 2 Inquiry Chart
- Word Wall



Formative Assessment (25 minutes)

The Formative Assessment for Cluster 2 is [*Cluster 2 Formative Assessment Task*](#).

Lesson 15: Formative Assessment

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Slide 4: Distribute the [Cluster 2 Formative Assessment Task](#) and read the directions aloud. Explain that students will write an explanatory paragraph that explains two different ways people adapted to the land in your region.

Point out that Part 1 is a planning organizer with three parts:

- **The Land:** A feature of their region's land (its climate, topography, or natural resources)
- **Adaptation 1:** One way people have adapted to that feature
- **Adaptation 2:** A second way people have adapted to that same feature

Explain that the boxes are for collecting their ideas and evidence, and that they will connect those ideas, using cause-and-effect language, when they write their paragraph in Part 2.

Slide 5: Model this thinking once. Use a short, made-up example that is not one of the groups' regions, such as the one below, or choose one relevant to your students' own community. Fill in the planning organizer aloud:

- **The Land:** *My region has rich soil and a warm, wet climate.*
- **Adaptation 1:** *People grow crops like bananas.*
- **Adaptation 2:** *People build homes with steep roofs.*

Then think aloud as you turn the organizer into connected sentences, pointing out where the cause-and-effect words go: *My region has rich soil and a warm, wet climate. **As a result**, people grow crops like bananas because the soil is rich and the weather is warm. They also build homes with steep roofs **because** so much rain falls, and steep roofs let the rain run off.*



SUPPORT ALL STUDENTS

Students who would benefit from further scaffolding during this writing task can use [Cluster 2 Formative Assessment Task \(Sentence Frames\)](#).

In addition, encourage students to refer to their [Cause-Effect Language and Literacy Builder \(3-5\)](#) to support their construction of cause-and-effect statements.

Lesson 15: Formative Assessment

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Give students a few minutes of thinking time to begin jotting down ideas in Part 1.

Then pair students in planning partnerships to talk through their ideas and offer suggestions, continuing to jot notes as they talk.

Slide 6: Prompt students to use their completed planning organizer in Part 1 to write their paragraph in Part 2.

- Encourage students to continue to refer to their resources as needed.
- Be sure to move around the room to support students as needed. Refer to the [Cluster 2 Formative Assessment Task \(Teacher Version\)](#) to support this.

Close by collecting students' **Formative Assessment Task** handouts and any remaining student materials.

**TEACHING TIP**

For students who finish early or want a challenge, invite them to extend their paragraph with one more cause-and-effect connection: If their example also shapes the land, explain how. This is particularly relevant for examples related to using natural resources or farming. A student writing about farming might describe a sustainable practice that protects the soil, while a student writing about mining or logging might explain how that industry changes the land. Remind students to keep using *because*, *so*, or *as a result* to make the new cause-and-effect relationship clear.

Lesson 15: Formative Assessment

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Cluster 2 Formative Assessment Task (Teacher Version)

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.

Answers will vary. Look for specific details from at least two cluster sources. Below are sample responses based on the Southwest region.

The Land What is the land like in your region? Describe at least one feature (climate, topography, or natural resources).	The land in the Southwest is flat with thick prairie grasses. The climate is mostly dry and hot.
Adaptation 1 How have people adapted? Describe one way people in your region have adapted to the land or climate.	One way people have adapted to the land is by growing wheat.
Adaptation 2 How else have people adapted? Describe another way people have adapted to the land or climate.	Another way people have adapted to the land is by raising cattle.

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*.

Answers will vary. Look for students connecting the land and climate feature(s) of their region to human adaptations using cause-and-effect language. Below are sample responses based on the Southwest region.

The land in the Southwest is flat with thick prairie grasses. The climate is mostly dry and hot. Farmers have adapted by growing wheat there because wheat does not need much rain and the flat land is good for planting big fields. They also raise cattle because the prairie grasses give the cattle plenty to eat. As a result, both wheat and cattle are important in this part of the region.

Challenges and Responses

How do communities respond to regional challenges of the United States?

CONTENTS
Lesson 16 Natural Disasters
Lesson 17 Wildfires and Prescribed Burns
Lesson 18 Hurricanes and Storm Surges
Lesson 19 Nor'easters and Coastal Flooding
Lesson 20 Putting It Together
Lesson 21 Formative Assessment
Lesson 22 Unit Synthesis

Overview

In this cluster, students investigate how communities respond to the regional challenges they face because of where they live. Students learn that a region’s land and climate shape which natural disasters it is most vulnerable to: wildfires in the hot, dry West; hurricanes and storm surge along the warm Southeast coast; and nor'easters and coastal flooding in the Northeast. Through investigations of specific challenges, students examine the strategies that governments, communities, and Indigenous nations use to respond. In the Formative Assessment, students choose one regional challenge and write an evidence-based grant proposal recommending a strategy and naming who should receive funding to carry it out.

- ### Learning Objectives
- By the end of this cluster, students should be able to...**
- Identify and describe regional challenges in the United States and explain how these challenges affect communities differently depending on where they live.
 - Describe specific strategies that governments and communities have used to mitigate the effects of natural disasters.
 - Communicate an evidence-based argument for a strategy to address a regional challenge to a real audience.
 - 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
coastal flooding	Indigenous knowledge

mitigate
strategy

natural disaster

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 3: In response to an inquiry question, integrate information from two sources on the same topic.	19-20, 22
PS 6: Identify evidence from a source in response to an inquiry question.	21-22
PS 7: Describe a specific local, regional, and/or national issue and explain various strategies students and others could use in working alone and together to address it.	16-21

Content Standards

STANDARD	LESSON(S)
4.T4a.4: Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.	21-22
4.T4a.5: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).	22

4.T4b.1: On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.	22
4.T4b.2: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.	21-22
4.T4b.3: Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.	18-20, 22
4.T4c.1: On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).	22
4.T4c.2: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.	22
4.T4d.1: On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).	18, 22
4.T4d.3: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.	21-22

4.T4e.1: On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.	22
4.T4e.4: Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.	16-17, 20, 22

Literacy Standards

STANDARD	LESSON(S)
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	18-19
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.	16
W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	21
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.	17

Unit 5, Cluster 3 Inquiry Chart (Teacher Version)

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.	Wildfire risk is high in regions with a dry, warm climate. The practice of prescribed burns comes from Indigenous knowledge. Prescribed burns were banned by the government for a long time, but communities are bringing the practice back today.
Lesson 18: We compared two ways that people work together to mitigate the effects of storm surge during a hurricane.	The Southeast of the United States gets hit by more hurricanes than other regions. People work together to find solutions to mitigate damage.

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.	The Northeast faces coastal flooding from nor'easters and rising sea levels. Communities can respond through managed retreat and by restoring natural resources like oyster reefs.

LESSON 16

Natural Disasters

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Ask questions about how communities respond to natural disasters in the United States by examining a set of images.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about how communities respond to natural disasters.

LESSON OVERVIEW

This lesson launches the Cluster 3 Supporting Question: *How do communities respond to regional challenges of the United States?* Students begin by revisiting Cluster 2 to recall how shaping the land can create problems and how people develop strategies, such as sustainable farming practices, to prevent them. This helps students see that some regional challenges are created by people, while others come from nature. After learning that this cluster focuses on how communities respond to natural disasters, students examine three images from one natural disaster that show the ways both governments and community members respond. They generate questions about what they notice and prioritize their questions to add to the Cluster 3 Inquiry Chart, which will anchor their investigation throughout the cluster.

LESSON STANDARDS

PS 7, 4.T4e.4, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 16 Slide Deck](#)

☐

[Cluster 3 Inquiry Chart](#)

☐

[Notice and Wonder Chart](#)

☐

[Notice and Wonder Chart \(Teacher Version\)](#)

VOCABULARY

natural disaster

strategy

LESSON AT A GLANCE

Component	Time
Revisit Cluster 2 and Build the Word Wall	10
Launching the Question	20

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 during the Launching the Question routine.

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

English Proficiency Levels 1-2:

- Provide students with one or two question starters from the Question LLB to generate questions about the images. Pair students with a language-proficient peer when possible. Allow students at this level to translate the Supporting Question.
- [Look Fors](#): Oral responses should use relevant question starters from the Question LLB and include simple elaboration of ideas related to the images. During the prioritization activity, students should be able to indicate a question choice to their partner. Students may choose not to share with the whole class, but they should be able to generate and share at least one question orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Encourage students to choose relevant question starters from the Question LLB. During the question prioritization activity, encourage partners to explain why a particular question might help answer the Supporting Question.
- [Look Fors](#): Oral responses should include questions using sentence starters from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning about which questions would best help answer the Supporting Question.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions. During the question prioritization activity, encourage students to build on their partner's ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question. Students should readily participate in both partner and whole-class discussions.

Lesson 16: Natural Disasters

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**ADVANCE PREPARATION**

Have the Unit 5 Know and Wonder Chart from Lesson 1 and the completed Cluster 2 Inquiry Chart from Lesson 9 displayed and accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 3 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

The vocabulary word *natural disaster* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

Revisit Cluster 2 and Build the Word Wall

(10 minutes)

Slide 2: Remind students that in Cluster 2, they learned that people adapt to and shape the land in their region. Display the completed Cluster 2 Inquiry Chart for students to reference.

Point out that sometimes, when people shape the land, they create problems. For example, the ways people farm, raise animals, or use natural resources can wear out or damage the land.

Lesson 16: Natural Disasters

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Ask: *What is one problem we learned about in Cluster 2 that people have created by using the land?*

Encourage students to turn and talk with an elbow partner. Then elicit a couple of responses. Possible responses:

- Farming the same land too much can wear out the soil.
- Letting cattle eat too much grass can cause overgrazing.
- Mining, drilling, and logging can damage the land and harm habitats.
- Cutting down forests can leave animals without homes.

Ask: *How have people responded to this problem?*

Encourage students to turn and talk with an elbow partner. Then elicit a couple of responses. Possible responses:

- Farmers use sustainable practices that protect the soil.
- Ranchers use grazing management so the grass has time to grow back.
- Farmers plant buffer strips to keep soil and water clean.
- Logging companies replant trees after cutting them down.

Point out that all of these responses have something in common: They are strategies.

Slide 3: Introduce a new vocabulary word students will need to know for this lesson: *strategy*.

- Say the word: *strategy*
- Use the word in context: *Farmers use strategies like planting buffer strips to protect the soil.*
- Share the student-friendly definition: *a planned way to reach a goal or solve a problem*
- 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.*



TEACHING TIP

If your class completed the optional “Water Protectors at Standing Rock” extension in Lesson 13, you can reference it during the opening transition as a second example of people responding to a challenge.

Lesson 16: Natural Disasters

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Cluster 3: Challenges and Responses

- Add the word to the Word Wall.

Explain that in Cluster 2, students saw strategies for problems people created. However, not all challenges are created by people. In this cluster, students will investigate the strategies communities use when challenges come from nature.

Slide 4: Introduce a new vocabulary word students will need to know for this lesson: *natural disaster*.

- Say the word: *natural disaster*
- Use the word in context: *Communities near the coast must prepare for natural disasters like hurricanes and floods.*
- Share the student-friendly definition: *a sudden event in nature that causes a lot of damage, such as a flood, storm, drought, or wildfire*
- 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: Organize students into pairs and distribute a [Notice and Wonder Chart](#) to each student. Explain that to launch Cluster 3, we will look at three images together. These images are all related to one kind of natural disaster (a flood).

Give directions:

- Write what you notice about each image in the box on your handout and then write what you wonder about the image in the box next to it.
- Work with your partner to share ideas and build on each others' thinking.

Lesson 16: Natural Disasters

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LEARN MORE

The second image shows a levee made of sandbags, which is a barrier built to hold back floodwater. Sandbag levees are temporary structures built quickly before or during a flood. Permanent levees are usually made of packed earth or concrete. Levees are similar in purpose to seawalls, which students will learn about later in the cluster, but are more commonly used for inland flooding rather than coastal flooding. To learn more about how FEMA worked with communities along the Red River to mitigate flooding, see the FEMA case study, "[Mitigation Efforts Prove Successful in Flood Fight Along the Red River](#)." Inland flooding will be revisited in the Summative Assessment.

Slide 6: Display an image of the 1997 Red River flood in North Dakota and Minnesota (located across the river from each other).

Ask: *What do you notice? What do you wonder?*

Prompt students to work with their partner to record one observation and one question.

Slide 7: Display an image of North Dakota residents and volunteers building a sandbag levee.

Ask: *What do you notice? What do you wonder?*

Prompt students to work with their partner to record one observation and one question.

Slide 8: Display an image of Minnesota residents being helped into a National Guard truck as the city is evacuated.

Ask: *What do you notice? What do you wonder?*

Prompt students to work with their partner to record one observation and one question.

Slide 9: Display all three images side by side and prompt students to generate questions:

- Ask as many questions as you can about these images.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of questions as they consider the images.

Lesson 16: Natural Disasters

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INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 10: Introduce the Cluster 3 Supporting Question:

 **How do communities respond to regional challenges of the United States?**

If students need additional support in understanding the question, prompt them to identify the question word and any words they already know or don't know in the Supporting Question.

Focus attention on the phrase “regional challenges.” Remind students that regions differ in land, climate, and resources, so the challenges communities face depend on where a place is. Offer a few examples:

- Communities near warm coasts may face hurricanes.
- Communities in dry, forested areas may face wildfires.

Explain that in this cluster, students will focus on one important kind of regional challenge: natural disasters. As they investigate each type of natural disaster, they will pay attention to *who* is responding and *how* they are responding (what strategies are they using). If students generated questions about the people in the images and what they're doing, point out that they're already asking these questions.

Slide 11: Prioritize questions. Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.



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](https://www.rightquestioninstitute.org/) for more information about their work.

Lesson 16: Natural Disasters

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Cluster 3: Challenges and Responses**DEVELOP THE INQUIRY CHART**

Slide 12: Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, maps, videos, and articles to explore how communities respond to regional challenges, such as storms, droughts, wildfires, and floods, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document in Lesson 20 and throughout the unit, so it is essential that you preserve students' thinking here.

Lesson 16: Natural Disasters

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Notice and Wonder Chart (Teacher Version)

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.

Answers will vary. Look for students to generate questions and observations using details from each image.

What I Notice	What I Wonder
Image 1 • The image is taken looking down at a city. • The city has houses, buildings, and bridges. • The city is flooded. • The bridges are underwater. • Some of the buildings and cars are underwater.	Image 1 • What caused the city to flood? • Were the people living in the city okay? • How much damage was caused by the flood? • What happened after the flood?
Image 2 • There are many white bags (sandbags) piled on top of each other. • There are people in a line passing the sandbags from one person to the next. • There is water on one side of the sandbags. • The sandbags are forming a wall right next to a bunch of houses.	Image 2 • What are the white bags? • Who are the people in the photograph? • Did the sandbags work in keeping the flood out? • Were the homes okay or did they flood?
Image 3 • There are a bunch of people and some of them are in uniform and some are not. • They are all gathered around what looks like the back of a truck. • One person is being lifted into the truck. • The people in uniform look like they might be part of the National Guard.	Image 3 • Why is the person being lifted into the truck? • Where is the truck taking the people? • Who sent the people in uniform to help? Who are the people in uniform? • Did everyone in the city have to leave their homes?

LESSON 17

Wildfires and Prescribed Burns

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Examine two responses to wildfires in the West and gather evidence of how communities are using Indigenous knowledge to bring back prescribed burns.	Summarize information from a video in note form and use those notes to explain how communities are responding to wildfires.

LESSON OVERVIEW

In this lesson, students investigate wildfires as a regional challenge that most affects the dry, warm regions of the West. Building on the key idea from Cluster 2 that climate shapes how people live, students use precipitation and temperature maps to predict where wildfire risk is highest and then check their predictions against a wildfire risk map. Students learn the term *Indigenous knowledge* and examine two responses to wildfire: fire suppression and prescribed burns, a practice Indigenous peoples have long used to care for the land. Finally, students take notes on a video to gather evidence that answers the question: *How are communities using Indigenous knowledge to respond to wildfires today?*

LESSON STANDARDS

PS 7, 4.T4e.4, W.4.8
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 17 Slide Deck](#)

☐

[Wildfire Risk Map](#)

☐

[Wildfires Notes Organizer](#)

☐

[Wildfires Notes Organizer \(Teacher Version\)](#)

VOCABULARY

Indigenous knowledge

LESSON AT A GLANCE

Component	Time
Launch the Investigation	10
Learn About Preventing Wildfires	20

Plan for English Learner Success

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

- [Wildfires Notes Organizer \(Word Bank\)](#): Provides word bank of key terms with definitions that students can use as they take notes on the video.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer during the video. Pause the video as long as needed and replay clips. Guide students to jot down single words, short phrases, or sketches rather than complete sentences. Encourage them to use the word bank term relevant to their question. Students may also benefit from closed captions turned on.
- Look Fors: Notes include single words, short phrases, or sketches, often drawn from the key terms, that connect to each question. Notes may be copied directly from the video or the key terms list. For the reflection, the student names prescribed burns as an Indigenous practice communities are using today with support from the key terms.

English Proficiency Levels 3-4:

- Encourage students to use the Word Wall and key terms to take notes. Prompt them to use key terms again in the reflection, especially *prescribed burn*.
- Look Fors: Notes use the key terms in short phrases that summarize the main idea of each clip. For the reflection, the student names prescribed burns as an example of Indigenous knowledge with evidence from the video.

English Proficiency Levels 5-6:

- Students may use the Word Wall and key terms as needed and are encouraged to summarize each clip in their own words.
- Look Fors: Notes summarize each clip in students' own words, using the key terms accurately. For the reflection, the student explains how communities are bringing back prescribed burns and the different people involved in this work using multiple pieces of evidence from the video.



ADVANCE PREPARATION

You can print a class set of the [Wildfire Risk Map](#) so students can have them at their desks or just display the map via the slide deck. If you have the Precipitation and Temperature Maps ([Climate and Natural Resource Maps](#)) from Lesson 10, you can also provide those to students.

Lesson 17: Wildfires and Prescribed Burns

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Launch the Investigation (10 minutes)

Slide 2: Remind students that in the Cluster 3 Launch Lesson, they learned that communities face natural disasters and that the challenge a region faces often depends on where it is. Point to *strategy* on the Word Wall and remind students that as they investigate each natural disaster, they'll be considering who is responding and what strategies they're using.

Explain that today's focus will be on wildfires. Ask: *What do you know about wildfires?*

- Since fire is likely to be a high-interest topic, it's good to give students an opportunity to share what they know.
- Be sensitive to the possibility that a student in your class may have been impacted by fire. This slide can be deleted without affecting the flow of the lesson.

Slide 3: Display the precipitation and temperature maps from Lesson 10. Remind students that in Cluster 2, they used these maps to understand how the climate shapes how people live. Explain that the same maps can help predict something new: which regions face which natural disasters.

Ask: *What kind of climate do you think is most likely to cause wildfires? Why?*

- Possible response: A hot, dry climate. When plants dry out, they are more likely to catch fire.

Ask: *Looking at both maps, which regions do you predict are most at risk for wildfires?*

- Possible response: Regions that are both hot and dry, like parts of the West and Southwest



MAKE CONNECTIONS

In third-grade science, students learned that living things survive in some environments better than others and that changes to an environment can affect the ability of living things to survive and reproduce (3-LS4). Build upon that knowledge to talk about plant adaptations to survive and thrive in areas prone to fire. See the four-page summary introduction "[Fire Ecology](#)" from the Bureau of Land Management and the article from the National Forest Foundation, "[How Trees Survive and Thrive After a Fire](#)."

Lesson 17: Wildfires and Prescribed Burns

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Slide 4: Introduce the FEMA wildfire risk map. (Note: You can also distribute [Wildfire Risk Map](#) to students if you would like them to have access to their own copy.)

- Explain the map key.
- Mention that the map is produced by FEMA, the Federal Emergency Management Agency.
- Share that FEMA works to help people avoid and recover from natural disasters.

Ask: Was your prediction correct? What regions are most at risk for wildfires? Does anything surprise you?

Slide 5: Clarify the connection between climate and wildfires.

- As needed, synthesize student inferences from the map, which may have already led them to understand the connection between climate, drought, precipitation, and wildfires.
- Honor student concerns about climate change, if they arise, and preview that the rest of the lesson is about what people are doing to prevent the worst effects of wildfires.

**TEACHING TIP**

In this cluster, students will not work in regional expert groups. Instead, the whole class investigates each regional challenge together. This means students are free to choose any natural disaster they studied when completing the Formative Assessment, not just the one that affects their assigned region. You may want to let students know this early so they can keep the Formative Assessment in mind as they learn about each challenge.

**TEACHING TIP**

Students may point out that Florida's climate is humid and warm. Seeing Florida on the map for wildfire risk may be surprising. Florida's climate is different from other states. It is hot, with a wet season and a dry season. Explain that during the wet season, vegetation grows quickly. In the dry season, it dries out quickly, which can make fires easier to start. Florida is also the top state for lightning, which can start fires.

Lesson 17: Wildfires and Prescribed Burns

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Learn About Preventing Wildfires (20 minutes)

Slide 6: Explain that communities in the West have responded to wildfires with two different strategies.

- **Fire suppression:** Stopping fires as fast as possible and preventing new ones from starting. This has been the U.S. government's main strategy for over a hundred years.
- **Prescribed burns:** Small, planned fires that are set on purpose and kept under control. Indigenous peoples in the West have used fire this way for thousands of years.

Slide 7: Introduce a new vocabulary word students will need to know for this lesson: *Indigenous knowledge*.

- Say the word: *Indigenous knowledge*
- Use the word in context: *Indigenous knowledge includes farming practices like the Three Sisters and fire practices like prescribed burns.*
- Share the student-friendly definition: *understandings and practices that Indigenous peoples have built over thousands of years by observing and caring for the land*
- 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 8: Distribute the [Wildfires Notes Organizer](#). Explain that students will watch a video about communities responding to wildfires in California. Their task will be to formulate an answer to the question: *How is Indigenous knowledge informing how communities respond to wildfires today?*

The video will pause at six places. After each clip, students will stop and jot notes to help process ideas from the video. The notes are just to record ideas and do not have to be complete sentences.



MAKE CONNECTIONS

Students encountered the Three Sisters on four regional cuisine cards in Cluster 1. This lesson picks up that thread: The cultures students studied include knowledge about caring for the land.



SUPPORT ALL STUDENTS

Distribute [Wildfires Notes Organizer \(Word Bank\)](#) to students who would benefit from a word bank to reference during note-taking.

Lesson 17: Wildfires and Prescribed Burns

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This activity can be done either independently or with partners.

Slides 9–14: Facilitate the Stop and Jot activity.

- The video on each slide can be played multiple times if necessary. It is not necessary for students to understand every word to get the main idea and record notes about the question.
- Watch for when students have finished jotting before moving on to the next clip.

Slide 15: Guide students to summarize their learning using their notes.

- Ask: *How did Indigenous peoples use fire long ago?* (Possible response: Prescribed burns kept forests healthy.)
- Ask: *What changed?* (Possible response: The government banned prescribed burns and used fire suppression. Extra plants built up, and wildfires got bigger and more dangerous.)
- Ask: *What is happening now, and who is responding?* (Possible response: Tribal nations, ranchers, and fire experts are working together to bring prescribed burns back.)

Slide 16: Prompt students to close out by responding to the reflection question on their notes organizer: *How is Indigenous knowledge informing how communities respond to wildfires today?*

Refer to [Wildfires Notes Organizer \(Teacher Version\)](#) to guide you as you assist students.



TEACHING TIP

Slides 9–14 have clips of the same video. Though they all show the same thumbnail, each clip will start at the correct place when you click play. Each clip aligns with one box on the notes organizer.

Lesson 17: Wildfires and Prescribed Burns

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Wildfires Notes Organizer (Teacher Version)

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.

Student responses will vary. Look for paraphrased or quoted information from the video related to each question.

How would you describe Indigenous knowledge about fire?	Indigenous knowledge is that fire is an important part of the ecosystem. They use controlled or prescribed burns carefully and respect the fire.
What is one benefit of having space between trees? pathogen = organism that can cause disease	Having space between trees creates resilience. It allows more water. It prevents pathogen spread. It allows more sunlight to reach the forest floor, which allows for more plant diversity.
Why did prescribed burns or (“good fires”) stop for a long time? Who stopped them?	For a long time, the people in control would not listen. The government made burning illegal. Indigenous people could be put in jail for starting fires. The government strategy was fire suppression or preventing all fires.
Why are firefighters worried about doing a prescribed burn?	They are worried about liability. If you’re not prepared to control the fire, it can get away from you.
Why are some communities uncomfortable with the idea of a prescribed burn?	There’s been a lot of misinformation and lack of education about fire. People have been taught that all fires are bad fires.
What evidence shows that a prescribed burn is effective?	There’s been two times where a red flag wildfire has burned right up to where a prescribed burn was and then either didn’t continue to burn or slowed down.

Part 2: Reflection Question

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

Answers will vary. Look for a response that names prescribed burns as a strategy rooted in Indigenous knowledge. Example:

Indigenous fire experts are teaching communities how to use prescribed burns to respond to wildfires. This helps because the fires clear out extra plants and leaves, so a wildfire cannot grow as big or spread as fast. For example, in the video, a wildfire burned right up to a palace where a prescribed burn had already happened, and then it stopped.

LESSON 18

Hurricanes and Storm Surges

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE

Analyze the benefits of two strategies to address the problem of storm surge from hurricanes.

LANGUAGE OBJECTIVE

Write a statement proposing a strategy to mitigate storm surge from hurricanes.

LESSON OVERVIEW

In this lesson, students investigate one regional challenge in the Southeast: hurricanes and the storm surge they bring. Students begin by using climate maps to predict which regions are most at risk for hurricanes and then checking their prediction against the path hurricanes travel from the Atlantic. Students learn why storm surge is a particular danger along the Southeast's flat coastal plain. They then define the word *mitigate* and examine two strategies communities use to mitigate storm surge: an engineered seawall and a nature-based mangrove forest. Using the Investigating Sources routine, students read an article about the two strategies and then connect what they learn to the cluster's Supporting Question by proposing which strategy best fits different coastal communities in the Southeast. Finally, in an optional extension, students learn about one way New Orleans recovered and rebuilt following Hurricane Katrina. Students investigate how the people of New Orleans drew on their culture and musical traditions to help their city recover.

LESSON STANDARDS

PS 7, 4.T4b.3, 4.T4d.1, RI.4.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 18 Slide Deck](#)
- ☐ [Storm Surge Article](#)
- ☐ [Storm Surge Notes Organizer](#)
- ☐ [Storm Surge Notes Organizer \(Teacher Version\)](#)

VOCABULARY

mitigate

Lesson 18: Hurricanes and Storm Surges

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LESSON AT A GLANCE

Component	Time
Introduce Hurricanes and Storm Surges	10
Explore Strategies	5
Investigating Sources: Storm Surge Article	15
Optional Extension: Culture and Recovery After Hurricane Katrina	30

Plan for English Learner Success

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

- [Storm Surge Article \(Word Bank\)](#): Provides word bank of key terms with definitions to support reading the article.
- [Storm Surge Notes Organizer \(Sentence Frames\)](#): Provides sentence frames to support the proposal in the Connect section.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Investigating Sources routine. Model annotating by underlining key information so students know what to look for. Have students verbally rehearse their responses using the sentence frames on the handout, pointing to relevant underlined evidence as they talk.
- [Look Fors](#): The student names a strategy (seawall or mangrove forest) for at least one kind of community using the sentence frame. The reason may be a short phrase or evidence copied from the article.

English Proficiency Levels 3-4:

- Pair students for reading and encourage students to work together to find and underline evidence. For the Connect section, prompt them to extend the sentence frame with their own reason after *because* rather than a copied phrase.
- [Look Fors](#): The student proposes a strategy for each kind of community, with a reason connected to evidence from the article using *because*. Key terms from the word bank are used accurately.

English Proficiency Levels 5-6:

- Students may use the key terms from the word bank and sentence frames as needed and are encouraged to write beyond the sentence frame. Prompt them to explain why their strategy fits each community better than the other.
- [Look Fors](#): The student proposes and justifies a strategy for both kinds of community, cites evidence, and may note a trade-off between the two strategies.



ADVANCE PREPARATION

For the optional extension, have the Cultural Diversity Map from the Cluster 1 Formative Assessment available for reference.

Lesson 18: Hurricanes and Storm Surges

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Introduce Hurricanes and Storm Surges (10 minutes)

Slide 2: Elicit background knowledge. Ask: *Have you ever experienced a hurricane?* Note that although Massachusetts does experience hurricanes, they are not nearly as severe as in the Southeast. Invite one or two students to share briefly.

Note: If you have many students who have experienced a hurricane, invite the students you don't call on to signal "[me too](#)" if they agree or experienced something similar.

Slide 3: Explain that today we will learn about a second natural disaster (hurricanes) and its effects on communities in the United States. Share the following information about hurricanes:

- Hurricanes are massive, spinning tropical storms with high winds and heavy rainfall.
- Hurricanes form in warm ocean water near the equator.

Slide 4: Explain that students can use what they know about the climate in the United States to predict which region is hit by the most hurricanes.

- Remind students that hurricanes are caused by warm ocean water.
- Facilitate a Turn and Talk: *Which regions are near the coast and warm?*
- Remind students that hurricanes cause heavy rainfall.
- Facilitate a Turn and Talk: *Which region is near the coast, warm, and rainy?*

Finally, ask: *Based on both maps, which region do you predict is hit by the most hurricanes?*

Prompt students to share their predictions with the class and use evidence from one or both maps to support their ideas. The goal is for students to notice that the Southeast region is along the coast, warm, and rainy.



MAKE CONNECTIONS

See the [Extension: Teacher Guide to Hands-On Investigations](#) for suggestions on how this lesson can be connected to fourth-grade science standards.



TEACHING TIP

This is the second time in this cluster students have used climate maps to predict a natural disaster. Consider pointing out or asking students to notice this pattern: land and climate determine which natural disasters a region faces. Later in the cluster, they'll see a second pattern: a region's natural resources (mangroves in this lesson, oyster reefs in the next) can shape how people respond to those disasters.

Lesson 18: Hurricanes and Storm Surges

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Cluster 3: Challenges and Responses

Slide 5: Click to show the five top hurricane-hit states. Point out the arrows showing that hurricanes form in the warm Atlantic Ocean and travel toward the Southeast of the United States. Confirm that the Southeast region is most impacted by hurricanes.

Slide 6: Explain the risk of storm surge. Give students a moment to interpret the circle chart and then ask: *What is the most dangerous effect of hurricanes?*

Explain that *storm surge* is when high winds push ocean water onto the land. This is much worse than regular ocean waves and can be 30 feet or higher (about two stories of a school building!).

Slide 7: Show the storm surge video (2:30). It shows a 15-foot storm surge in Fort Myers Beach, Florida, during Hurricane Ian in 2022. Explain to students that the ocean is to the left of the screen so they understand the direction of the surge.

Explore Strategies (5 minutes)

Slide 8: Pose the question to investigate: *What strategy would you propose to communities trying to mitigate storm surge?*

Slide 9: Introduce a new vocabulary word students will need to know for this lesson: *mitigate*.

- Say the word: *mitigate*
- Use the word in context: *Money from the government helps to mitigate the effects of flooding.*
- Share the student-friendly definition: *to make something less harmful*
- 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.

Remind students that in the wildfires lesson, they learned about prescribed burns, a strategy that mitigates the effects of wildfires. Today, they will learn about strategies that mitigate the effects of storm surge.

Lesson 18: Hurricanes and Storm Surges

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Slide 10: Introduce two strategies to mitigate storm surge.

- An engineered strategy: a seawall. Show students how the ocean waves come from the left, hit the concrete seawall, and bounce back toward the ocean.
- A nature-based solution: a mangrove forest. Show students how ocean waves come from the right and get broken up among the roots and trunks of the mangrove forest. The mangroves reduce the force of the waves by breaking them up.

Point to *natural resource* on the Word Wall. Explain that mangrove forests grow in the warm, shallow water along the Southeast coast, so they are a natural resource of that region. Name that one way communities respond to natural disasters is by using the natural resources they have available to them.

Slides 11–12: Show the videos of seawalls (1:00) and mangrove forests (0:13). They demonstrate how each solution works using models.



Investigating Sources: Storm Surge Article (15 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 13: Remind students that the cluster's Supporting Question is:



How do communities respond to regional challenges of the United States?

Distribute the [Storm Surge Article](#). Explain that students' goal is to collect evidence to answer the question: *What strategy would you propose to communities trying to mitigate storm surge?*



SUPPORT ALL STUDENTS

Distribute [Storm Surge Article \(Word Bank\)](#) to students who would benefit from defined key terms, and [Storm Surge Notes Organizer \(Sentence Frames\)](#) to those who would benefit from sentence frames in the Connect section.

Lesson 18: Hurricanes and Storm Surges

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OBSERVE THE DOCUMENT'S FEATURES

Slide 14: Guide students to observe the source before reading it, using the “Observe” section of the handout. Prompt them to notice what the headings tell them, what the purpose of the map is, and whether the text is informational or opinion.

READ THE DOCUMENT

Slide 15: Facilitate a close reading using the “Read” section of the handout. Students should underline the following pieces of evidence as they go:

- Why storm surge is a problem in the Southeast
- How the government predicts storm surge
- How seawalls and mangrove forests mitigate storm surge
- What happens to seawalls and mangroves over time

Encourage students to mark the problem evidence and the strategy evidence differently so the two are easy to find when they write.

CONNECT TO OUR QUESTION

Slide 16: Invite students to use the evidence they underlined to answer the questions in the “Connect” section:

- *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?*

Lesson 18: Hurricanes and Storm Surges

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Optional Extension: Culture and Recovery After Hurricane Katrina (30 minutes)

Slides 17–18: Remind students that they just learned about strategies like seawalls and mangrove forests that communities use to mitigate the effects of storm surge. However, even with these strategies, powerful hurricanes still cause damage, and communities have to find ways to recover and rebuild afterward.

Slide 19: Explain that one way people rebuild and recover is by using their culture. Point to *culture* on the Word Wall and review the definition: *the knowledge, beliefs, and way of life shared by a group of people*.

Ask students to recall what they learned about the culture of the Southeast: *What kinds of music, food, and art come from the Southeast?*

Possible responses:

- **Music:** Blues from the Mississippi Delta
- **Food:** African American, Cherokee, and Cuban American cuisines. Foods like Hoppin' John in the South, Cuban sandwiches in Florida, and bean bread from the Cherokee people.
- **Art:** Sweetgrass baskets made by the Gullah Geechee people, Seminole patchwork clothing, and Gee's Bend quilts.

Slide 20: Introduce Hurricane Katrina. Explain that in 2005, a powerful hurricane called Katrina hit New Orleans, Louisiana, a city in the Southeast known around the world for its music and food.

- The storm surge and heavy rain overwhelmed the walls built to hold back the water, and most of the city flooded.
- Many people died, many lost their homes, and many were not able to return.

Slide 21: Explain that even after a disaster like Katrina, communities find ways to recover, and that the people of New Orleans used something powerful to help their city come back: their culture.



TEACHING TIP

If you have the Cultural Diversity Map from the Cluster 1 Formative Assessment available, invite students to reference the map as they recall examples of cultural diversity in the Southeast. If not, you might invite students who focused on the Southeast region to share what they remember about the region's cultural traditions.



TEACHING TIP

This is a natural place to connect back to the main lesson. The walls that failed in New Orleans were levees, similar to the seawalls students learned about as a strategy to hold back storm surge. Katrina is a real example of what happens when storm surge overwhelms a community's defenses.

Lesson 18: Hurricanes and Storm Surges

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Prompt a brief Turn and Talk: *How do you think a city's culture (its music, food, art, and traditions) could help it recover after a natural disaster?*

Invite two or three responses. Explain that students will watch a short video about how New Orleans recovered and that they will return to this question afterward.

Slide 22: Explain that the video shows a New Orleans tradition students should know about before watching: the second line.

- New Orleans is famous for jazz. Like blues, jazz grew from African American musical traditions in the South.
- A “second line” is a parade with a brass band, dancing, and singing through the streets.
- Second lines come from African American jazz funerals and have long brought New Orleans communities together.

Slides 23–24: Distribute the [Extension: Hurricane Katrina Notes Organizer](#), one per student. Preview the questions that students should take notes on as they watch. Then, facilitate the Stop and Jot activity. The video on each slide will stop when it is time for students to answer each question in their notes organizer:

- *What happened to New Orleans musicians and their music after the storm?*
- *How did music help New Orleans recover and rebuild after the storm?*

Refer to the [Extension: Hurricane Katrina Notes Organizer \(Teacher Version\)](#) for possible student responses.

Slides 25–26: Synthesize learning. Organize students into small groups to discuss two questions.

First, using their notes, groups answer the investigation question with evidence from the video: *How did the people of New Orleans use their culture to help their city recover after Hurricane Katrina?*

Possible responses:

- Musicians came back and started playing again. They held second line parades in the streets.



SUPPORT ALL STUDENTS

Encourage students to use their [Claim-Evidence Language and Literacy Builder](#) to synthesize their learning in small-group discussion.

Lesson 18: Hurricanes and Storm Surges

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- They started new brass bands, like Kinfolk.
- Derrick Tabb started a program to teach music to children so the traditions would continue.
- The music gave people a reason to come home and helped the city feel alive again.

Then, invite groups to extend their thinking beyond the video: *What are other ways people might use their culture (food, music, art, traditions) to help a community recover after a natural disaster?*

Possible responses:

- Cooking traditional food to share with neighbors.
- Holding a festival or concert to bring people together.
- Rebuilding a place that is important to the community, like a church, community center, or restaurant.
- Making art or music about what happened.

Invite each group to share one idea from each question with the whole class.



MAKE CONNECTIONS

If students made a connection to the wildfires lesson, this is a good opportunity to draw it out. In both cases, communities drew on their knowledge and traditions to respond to a natural disaster: prescribed burns in the West and cultural traditions like music in New Orleans.



LEARN MORE

New Orleans community members used their culture to recover and rebuild in many ways. Chef Leah Chase reopened Dooky Chase's, her famous Creole restaurant, so her neighborhood would have a gathering place and a reason to return. Musicians helped rebuild too. Harry Connick Jr. and Branford Marsalis, two musicians from New Orleans, worked with Habitat for Humanity to build the Musicians' Village, a neighborhood of homes where displaced musicians could live and keep the city's music traditions alive. Others came together from across the country, like jazz musician Wynton Marsalis, who was born in New Orleans and organized a benefit concert called Higher Ground to raise money for families who had lost their homes. Learn more with the following sources:

- Video: "[Legendary New Orleans Chef Rebuilds Neighborhood Institution](#)" (3:34, PBS NewsHour)
- Article: "[Welcome to the Musicians' Village, a Community Who Helped Each Other Rebuild After Katrina](#)" (NBCU Academy)
- Music: "[Higher Ground, a Show for Hurricane Relief](#)" (NPR)

Lesson 18: Hurricanes and Storm Surges

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Extension: Teacher Guide to Hands-On Investigations

There are several connections in the “Hurricanes and Storm Surges” lesson to standards in the 2016 MA STE Curriculum Framework. Here are some ideas for building student knowledge about those connections using materials you may already have in your classroom.

- **4-ESS1-1.** Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.
- **4-ESS2-1.** Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.
- **4-ESS3-2.** Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans. *Clarification statement: Examples of solutions could include an earthquake-resistant building or a constructed wetland to mitigate flooding.
- **4-PS4-1.** Develop a model of a simple mechanical wave to communicate that waves (a) are regular patterns of motion along which energy travels and (b) can cause objects to move.

Stream Table Models of Seawalls and Mangrove Forests

(See the video “[Storm Surge Activity: Protect Houses from Waves](#)” (2:29) from Science Buddies for one option.)

If you have stream tables in your classroom, they can be used to model the effect that seawalls and mangrove forests have on protecting a community. This could be done as a teacher demonstration, or groups of students could perform their own investigations.

- Build a slope in the stream table container using available earth materials. This simulates the coastline.
- Pour water in the end opposite the slope to simulate the ocean.
- Use an object such as the side of a water bottle to simulate waves. It’s important to standardize the force and number of the waves.
- Use cubes from math manipulatives to represent buildings on the land farthest from the water. Alternatively, students can make small houses using cardstock and tape.

Do three trials of waves to see the impact of storm surge on a community:

- **Trial 1:** Create waves with no mitigation in place. Record how many seconds it takes for the houses to get wet.
- **Trial 2:** Rebuild the slope of the earth materials. Create a seawall a short distance from the water's edge using a piece of cardboard. Seawalls start and end (they don't run along the entire coast), so allow space on both sides of the seawall. Create waves. Record how many seconds it takes for the houses to get wet. Also observe the erosion on the unprotected sides of the seawall. How does that compare to when there was no seawall?
- **Trial 3:** Remove the seawall. Rebuild the slope of the earth materials. Create a mangrove forest using plastic forks. The tines of the forks represent the roots of the mangroves, and the handles of the forks represent the trees. Mangrove forests grow in salty water, so place the tines in the land underwater and along the edge of the beach. As with the seawall, allow space on either side of the mangrove forest. Create waves. Record how many seconds it takes for the houses to get wet. Also observe the erosion on the unprotected sides of the mangrove forest. How does that compare with the erosion seen alongside the seawall?

Storm Surge Notes Organizer (Teacher Version)

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?

The headings tell about challenges of storm surge, how it can be predicted, and how the effects can be mitigated.

What is the purpose of the map?

The purpose of the map is to show the Atlantic Plain. This area of lowland is where flooding from storm surge can be a big problem.

Is the text informational or opinion?

The text is informational.

Read: Underline important evidence.

Underline why storm surge is a problem in the Southeast.

- "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 Atlantic Plain is also the part of the country that is hit with the most hurricanes."

Underline how the government predicts storm surge.

- "A government agency called FEMA (Federal Emergency Management Agency) uses computers to predict storm surge when a hurricane is approaching."

Underline how seawalls and mangrove forests work to mitigate storm surge.

- "Seawalls protect the land behind them from erosion."
- "Mangrove forests break up the force of waves with their stems and roots. They also hold the soil together, which prevents erosion."

Underline what happens to seawalls and mangroves over time.

- "Seawalls are expensive to maintain, and they need repairs over time."
- "Mangrove forests get bigger and more useful to humans over time."

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

Look for a different strategy proposed for each community, each supported by evidence from the article.

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

A seawall is the best way to mitigate storm surge if buildings are already built close to the water. The seawall can protect land and buildings behind the wall.

Bonus: However, the beach in front of the seawall and beside the seawall will erode, and the seawall will take money to maintain.

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

A mangrove forest is the best way to mitigate storm surge if there is space for that ecosystem along the coast. The mangrove forest reduces the force of waves and storm surge with its stems and roots. The mangrove forest will get more useful over time and will cost less to maintain than a seawall.

Bonus: However, a mangrove forest takes a long time to grow before it is effective, and it takes lots of space.

Name: _____ Date: _____

Extension: Hurricane Katrina Notes Organizer (Teacher Version)

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

Answers will vary. Look for students to reference specific details from the video in their notes.

What happened to New Orleans musicians and their music after the storm?	• Musicians had to move away (to Texas, San Antonio, Gonzales). • Homes were destroyed; venues were gone; bands split up, instruments were lost. • The music was "scattered, but not lost." • New Orleans music got heard in new places around the country
How did music help New Orleans recover and rebuild after the storm?	• Musicians came back and started playing again. • People saw how important the music was to the city. • A new band started (Kinfolk Brass Band). • Derrick Tabb started Roots of Music to teach kids. • Now bands play second lines again for weddings and visitors. • "A rhythm that even the city's worst hurricane could not destroy"

LESSON 19

Nor'easters and Coastal Flooding

- EQ

How do the people, the land, and the challenges of a place shape each region of the United States?
- SQ

How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Gather evidence from sources to identify the causes and impacts of coastal flooding in the Northeast and two strategies communities use to respond.	Summarize information in note form gathered from a video and an article about coastal flooding.

LESSON OVERVIEW

In this lesson, students investigate coastal flooding as a regional challenge that affects the coast of the Northeast region of the United States. Building on their knowledge of hurricanes and storm surge from the previous lesson, students predict where flooding risk is highest in the country and then check their predictions against a flood risk map. Students learn that nor'easters pose a similar threat to the Northeast as hurricanes do to the Southeast. Then, students watch a video about a community in Scituate, Massachusetts, who is experiencing coastal flooding firsthand. Using a notes organizer, students gather evidence from the video and a short article to identify the causes of coastal flooding, the effects on communities, and two strategies communities use to respond (managed retreat and oyster reef restoration).

LESSON STANDARDS

PS 3, PS 7, 4.T4b.3, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 19 Slide Deck](#)

☐

[Coastal Flooding Article](#)

☐

[Coastal Flooding Notes Organizer](#)

☐

[Coastal Flooding Notes Organizer \(Teacher Version\)](#)

VOCABULARY

coastal flooding

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Analyze a Flood Risk Map	5
Investigate Causes and Strategies	20

Plan for English Learner Success

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

- [Coastal Flooding Notes Organizer \(Word Bank\)](#): Provides a word bank of causes and strategies to support note-taking during the video and article.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer and circle or highlight the specific terms students should focus on while interacting with each source. For the article, help students locate the section that matches each part of the notes organizer before they begin reading independently. Students can use the word bank terms as their notes, adding a single word or short phrase to show what they know about each one.
- [Look Fors](#): Notes include word bank terms in the correct sections with at least a word or short phrase added to show meaning. Students name at least one strategy. Notes may be copied directly from sources.

English Proficiency Levels 3-4:

- Encourage students to use the word bank terms as starting points and to add a detail from the video or article that explains how each cause or strategy works. Prompt them to read one section of the article at a time and add to the notes organizer before moving on.
- [Look Fors](#): Notes use word bank terms with a short explanation drawn from the video or article for each cause and strategy. Both sources contribute to the organizer. Both strategies are named with a brief explanation of how each works.

English Proficiency Levels 5-6:

- Students can use the word bank for vocabulary support as needed. Encourage students to add specific examples and details from the video and article.
- [Look Fors](#): Notes summarize causes, impacts, and strategies in the student's own words, using word bank terms accurately and supplementing with specific details from both sources. Students engage with both sources mostly independently.

Lesson 19: Nor'easters and Coastal Flooding

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Build the Word Wall (5 minutes)

Slide 2: Introduce a new vocabulary word students will need to know for this lesson: *coastal flooding*.

- Say the word: *coastal flooding*
- Use the word in context: *When a hurricane hits the Southeast, it can cause coastal flooding that damages homes and roads near the ocean.*
- Share the student-friendly definition: *when ocean water rises and flows onto land, flooding communities near the shore*
- 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: Ask: *Where in the United States do you think people are most at risk of flooding?* Have students turn and talk and then share a few responses.

Slide 4: Connect to prior learning. Remind students that in the previous lesson, they learned about hurricanes and storm surge, one cause of coastal flooding in the Southeast. Today they will investigate coastal flooding in a new region, caused by different kinds of storms and other factors

Analyze a Flood Risk Map (5 minutes)

Slide 5: Display a flood risk map. Explain the map key. Ask: *Was your prediction correct? Which regions are most at risk of flooding?*

Guide students to notice:

- The Southeast (especially Florida) is high risk (connecting back to the “Hurricanes and Storm Surge” lesson).
- The Northeast, including Massachusetts, is among the highest risk regions.
- Risk is highest in states with coastlines. Risk is lowest in regions like the Midwest and Southwest where states are not near the ocean.

Lesson 19: Nor'easters and Coastal Flooding

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Ask: *We know hurricanes cause coastal flooding in the Southeast. So why is the Northeast also at high risk?*

Take a few student responses, then explain that one reason is a different kind of a storm called a nor'easter. A nor'easter is similar to a hurricane because it also causes storm surge which can lead to coastal flooding.

Slide 6: Show the video “What’s the Difference Between a Nor’easter and a Hurricane?” from WCNC (1:46). After watching, ask: *What is one similarity and one difference between a nor’easter and a hurricane?*

Possible responses:

- Both are low-pressure systems, called cyclones, that form over water.
- Both cause flooding, strong winds, and coastal erosion.
- Hurricanes get energy from warm water. Nor’easters get energy from cold and warm air clashing.
- Nor’easters are usually larger, but hurricanes have stronger winds near the center.



TEACHING TIP

The video uses some meteorological language that is above grade level (*low pressure system, cyclone, warm core*). Don’t worry about explaining all of these terms. The key takeaway is that nor’easters and hurricanes both cause coastal flooding, but they form differently and hit different regions.

Investigate Causes and Strategies (20 minutes)

Slide 7: Distribute the [Coastal Flooding Notes Organizer](#). Orient students to the three sections (“Causes,” “Impacts,” and “Strategies”). Explain that they will gather evidence from two sources today and add to the notes organizer as they go.

Activate prior knowledge by asking students to jot down in the “Causes” section anything they already know about what causes coastal flooding in the Northeast. Give them one minute to write independently and then invite one or two responses. Students will likely name storm surge and nor’easters from earlier in the lesson.



SUPPORT ALL STUDENTS

Distribute [Coastal Flooding Notes Organizer \(Word Bank\)](#) to students who would benefit from a word bank of causes and strategies.

Lesson 19: Nor'easters and Coastal Flooding

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Slide 8: Explain that students will watch a video about coastal flooding in Scituate, Massachusetts, a small town about 30 miles south of Boston. As they watch, they will find additional information related to the following questions:

- *What causes coastal flooding?*
- *How does it affect people and communities?*

Play the video “Residents of Scituate, Massachusetts, Were Pummeled by 2018’s Nor’easters. Many Wonder, ‘What’s Next?’” from The Weather Channel (6:33).

Slide 9: Have students turn and talk with an elbow partner. Ask: *What stood out to you from the video? What did you notice about how this community has been affected?* Invite two or three pairs to share.

Possible responses:

- Families are leaving Scituate because the storms have been too much. Some people won’t rebuild and are selling their homes.
- Kids can’t get to school because they can’t get out of their houses.
- A homeowner said their house had never been damaged like this in 52 years.

Then ask: *What did the video tell us about why this is happening?*

Possible responses:

- Nor’easters
- Sea level rise
- Climate change

Slide 10: Distribute the [Coastal Flooding Article](#). Explain that the article will add to what they saw in the video. As students read, they should add to all three sections, including the “Strategies” section, which the video did not cover.

Encourage students to work with a partner to read and take notes in their organizers.



TEACHING TIP

This is a rich and emotionally vivid video. If time permits, consider pausing at natural stopping points to give students a moment to process and add to their notes organizers before continuing. Suggested pause points: (1:13), (3:05), and (4:36).



TEACHING TIP

Students will build on this lesson in the Summative Assessment. Consider creating a class anchor chart that mirrors the notes organizer (“Causes,” “Impacts,” “Strategies”) and building it out together as the lesson progresses. You can return to it during the Summative Assessment to add new strategies and deepen the discussion.

Lesson 19: Nor’easters and Coastal Flooding

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Slide 11: Bring students back together to synthesize learning.
Ask:

- *What strategies do communities in the Northeast use to respond to nor'easters and coastal flooding?*
- *Who is responsible for carrying out each strategy?*

Possible responses:

- Managed retreat is carried out by local governments, who create building rules or buy homes too close to the coast.
- Oyster reef restoration is being led by the Wampanoag Tribe in Massachusetts.

Explain that students have now investigated three regional challenges and will put together their thinking in the next lesson to answer the Cluster 3 Supporting Question: *How do communities respond to regional challenges of the United States?*

Let students know that they will have an opportunity to learn more about flooding in Massachusetts and how people are working together to respond to this challenge during the Summative Assessment.



MAKE CONNECTIONS

Just as prescribed burns in the West come from Indigenous knowledge of fire, oyster reef restoration on Cape Cod comes from Indigenous knowledge of the land and water. In both cases, communities are turning to Indigenous knowledge and practices to respond to natural disasters.

This connects back to Cluster 2, when students saw Indigenous peoples building homes from the natural resources available in their region. In Cluster 3, that same relationship between people and the land shows up again, this time as a way of responding to a natural disaster.



LEARN MORE

In this lesson, students encounter two strategies: managed retreat and oyster reef restoration. Managed retreat is worth acknowledging as a difficult strategy, because it requires people to leave places they love, and the video captures that human cost directly. Seawalls, which students learned about in the “Hurricanes and Storm Surge” lesson, also appear briefly in the Scituate video and are used in the Northeast as well. To learn more about managed retreat in Massachusetts, see the *Commonwealth Beacon* article ["Climate Reckoning: Mass. Communities Stare Down the Prospect—and Complications—of a Retreat from Rising Waters."](#) In the Summative Assessment, students will encounter additional strategies, including innovative mitigation approaches like marsh mats, and preparedness strategies such as community emergency planning and early warning systems.

Lesson 19: Nor'easters and Coastal Flooding

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Name: _____ Date: _____

Coastal Flooding Notes Organizer (Teacher Version)

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.

Answers will vary. Look for students accurately explaining causes, strategies, and impacts using evidence from the video and article.

Causes What causes coastal flooding?	• Nor'easters: Powerful winter storms • Storm surge: High winds force large amounts of ocean water onto land. • Sea level rise: Ocean is higher than it used to be, partially due to climate change. • Overdevelopment: Natural buffers like wetlands and oyster reefs have been removed by development and overharvesting; there is less protection from flooding.
Impacts How does coastal flooding affect people and communities?	• Homes and roads destroyed • Kids can't get to school • Families leaving Scituate • Fear and urgency (storms getting worse each year)
Strategies How are communities working to mitigate coastal flooding?	• Managed retreat has people and buildings move away from the shore. • Oyster reef restoration focuses on restoring oyster reefs, which break up waves like a natural seawall and keep growing as sea levels rise.

LESSON 20

Putting It Together

EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
SQ	How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize evidence about how communities respond to natural disasters in the United States.	Engage in collaborative discussion about community responses to natural disasters in the United States using evidence from the cluster.

LESSON OVERVIEW

This Putting It Together lesson brings students back to the Cluster 3 Supporting Question: *How do communities respond to regional challenges of the United States?* Students synthesize their learning by reviewing the Inquiry Chart and evidence they examined throughout Cluster 3. Using the Discussion Diamond protocol, students individually record their thinking, share ideas in small groups, and create a group summary statement. Finally, groups share their summaries with the class, and the teacher records key learning on the Inquiry Chart.

LESSON STANDARDS

PS 3, PS 7, 4.T4b.3, 4.T4e.4
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 20 Slide Deck
☐ Cluster 3 Inquiry Chart
☐ Cluster 3 Inquiry Chart (Teacher Version)
☐ Discussion Diamond
☐ Discussion Diamond (Teacher Version)
☐ Lesson 1: Unit 5 Know and Wonder Chart
☐ Lesson 17: Wildfires Notes Organizer
☐ Lesson 18: Storm Surge Article and Notes Organizer
☐ Lesson 19: Coastal Flooding Article and Notes Organizer

LESSON AT A GLANCE

Component	Time
Putting It Together	30

Lesson 20: Putting It Together

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Plan for English Learner Success

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

- [Discussion Diamond \(Sentence Frames\)](#): Includes sentence frames to support written responses during the Discussion Diamond protocol.
- [Talk Moves Language and Literacy Builder](#): Provides sentence frames for listening and speaking moves to help students engage in collaborative discussion during and after the Discussion Diamond.

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

English Proficiency Levels 1-2:

- During silent writing time, sit near these students and direct them to use one specific evidence source (e.g., one notes organizer or one article) rather than all cluster materials. Help them identify a natural disaster and strategy to focus on. Allow students to use pictures and labels in their corner alongside or instead of written sentences.
- [Look Fors](#): Students participate in discussion during group sharing using at least one provided sentence frame. Written responses include one or two simple sentences using the provided sentence frames. Students identify one natural disaster and strategy by name.

English Proficiency Levels 3-4:

- Encourage students to use the sentence frames as a starting point. Direct students to focus on evidence from one specific lesson (e.g., a notes organizer and/or article), rather than all cluster materials. During group discussion, prompt students to respond to a peer's idea using the Talk LLB before adding their own.
- [Look Fors](#): Written responses use the sentence frames with at least one specific detail, such as a named region, challenge, and strategy. Students participate in group discussion, building on at least one peer's idea using discussion language from the Talk LLB.

English Proficiency Levels 5-6:

- Students may use the sentence frames and Talk LLB as needed. Encourage them to name more than one region or strategy in their individual response.
- [Look Fors](#): Written responses name at least one region, challenge, and strategy with a clear explanation of how the strategy works. Students contribute meaningfully to the group summary. Students engage in discussion mostly independently, using academic language naturally.

Lesson 20: Putting It Together

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**ADVANCE PREPARATION**

Prepare copies of [Discussion Diamond](#) for groups of 4 students or create the template on chart paper for student groups to work with.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

**Putting It Together** (30 minutes)

Slide 2: Explain that today students are going to return to the Cluster 3 Supporting Question and “put together” what they have learned so far about how communities respond to regional challenges in the United States.

Remind students of the Cluster 3 Supporting Question:



How do communities respond to regional challenges of the United States?

Slides 3–4: Present the **Unit 5, Cluster 3 Inquiry Chart** that the class created in Lesson 16.

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Then 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.

- **Wildfire Notes Organizer**
- **Storm Surge Notes Organizer**
- **Storm Surge Article**
- **Coastal Flooding Notes Organizer**
- **Coastal Flooding Article**

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

Lesson 20: Putting It Together

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Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Word Wall
- Unit 5, Cluster 3 Inquiry Chart

Explain that students will answer the Cluster 3 Supporting Question in a Discussion Diamond. To prepare, briefly review and write on the whiteboard or chart paper the natural disasters, regions, and strategies we investigated.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Organize the class into groups of 4. Distribute the [Discussion Diamond](#) (or the prepared chart paper versions). Ask students to position the organizer with one corner facing each student and write their name on their corner.

Remind students of the Supporting Question: *How do communities respond to regional challenges in the United States?*

Review the steps of the Discussion Diamond protocol:

- Think silently about the question. Who responded? What strategy did they use?
- Review the Inquiry Chart and your cluster sources.
- Write your answer to the question in your corner of the Discussion Diamond. Name a specific person or group and use evidence from a cluster source.
- Share your response with your group.
- Work together to write one group summary in the center.

Have students begin the activity. Guide the time spent on each step:

- First 3 minutes: Think silently and record their individual responses.
- Middle 4 minutes: Share their ideas with their group and add to their sections as needed.
- Final 3 minutes: Students choose one member to write a summary of the group's ideas.



SUPPORT ALL STUDENTS

Encourage students to use the [Discussion Diamond \(Sentence Frames\)](#) to construct their written responses during this activity.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) to support discussion during and after the Discussion Diamond.

Lesson 20: Putting It Together

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Cluster 3: Challenges and Responses

Slide 6: Ask a volunteer from each group to share their group's summary. Record student ideas on the slide. The completed slide will be displayed during the upcoming Formative Assessment.

RETURN TO THE INQUIRY CHART

Slide 7: Revisit the questions students added under the Supporting Question as part of the Launching the Question routine in Lesson 16, as well as questions from the Wonder column of the **Unit 5 Know and Wonder Chart**. 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.

STAMP THE KEY LEARNING

Preview that students will use ideas they generated in this lesson to support their thinking during the Formative Assessment in the next lesson.

Lesson 20: Putting It Together

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Discussion Diamond (Teacher Version)

Directions: Follow the steps below to answer the Supporting Question: How do communities respond to regional challenges in the United States?

1. Think silently about the question. Who responded? What strategy did they use?
2. Review the Inquiry Chart and your notes organizer.
3. Write your answer to the question in your corner of the Discussion Diamond. Name a specific person or group, and use evidence from a cluster source.
4. Share your response with your group.
5. Work together to write one group summary in the center.

Responses will vary. Look for individual responses such as:

- One way communities respond to wildfires is prescribed burns. Indigenous nations and firefighters work together on this strategy because prescribed burns remove extra plants and dry material from forests, so wildfires cannot spread as quickly or burn as hot. This strategy comes from Indigenous knowledge of fire. I found evidence of this in the wildfires video.
- One way communities respond to coastal flooding is oyster reef restoration. The Wampanoag Tribe is restoring oyster reefs on Cape Cod, using knowledge of the land and water passed down over generations. Oyster reefs break up waves like a natural seawall, and unlike a concrete seawall, they keep growing as sea levels rise. I found evidence of this in the Coastal Flooding Mitigation Article.
- Communities respond to coastal flooding in two ways. Local governments use managed retreat, which moves people and buildings away from the shore so flooding causes less damage over time. The Wampanoag Tribe uses oyster reef restoration, which restores a natural resource that once protected the coast. I found evidence of both strategies in the Coastal Flooding Mitigation Article.
- After Hurricane Katrina, musicians in New Orleans used their culture to help the city recover. Musicians came back to New Orleans and started new bands and programs to teach children to play instruments. I found evidence of this in a video on Hurricane Katrina.
(Note: This possible response comes from the optional extension in Lesson 18.)

Look for group summaries such as:

- Communities respond to regional challenges by using different strategies, often led by different groups. In the West, Indigenous nations and firefighters use prescribed burns to prevent wildfires. In the Southeast, communities plant mangrove forests to reduce storm surge. In the Northeast, local governments use managed retreat, and the Wampanoag Tribe is restoring oyster reefs.
- Communities across the United States respond to regional challenges by using strategies that fit the resources and knowledge of their region. Some strategies are engineered, like seawalls, while others work with nature, like prescribed burns, mangrove forests, and oyster reefs. Many of these strategies rely on Indigenous knowledge passed down over generations. In every region, government, Indigenous nations, and community members all play a role in responding to natural disasters.

LESSON 21

Formative Assessment

EQ	How do the people, the land, and the challenges of a place shape each region of the United States?
SQ	How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Argue for a strategy to address a regional challenge using evidence from cluster sources.	Write an evidence-based argument recommending a strategy to address a regional challenge using claim and evidence language.

LESSON OVERVIEW

In this Formative Assessment, students show what they have learned by writing a grant proposal arguing for a strategy to address a regional challenge. Students learn that FEMA provides money to communities to fund mitigation strategies that reduce the harm caused by natural disasters. Each student identifies one of the regional challenges taught in this cluster and writes a short grant proposal arguing that FEMA should fund their chosen strategy.

LESSON STANDARDS

PS 6, PS 7, 4.T4a.4, 4.T4b.2, 4.T4d.3, W.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 21 Slide Deck
☐ Cluster 3 Formative Assessment Task
☐ Cluster 3 Formative Assessment Task (Teacher Version)
☐ Lesson 17: Wildfire Notes Organizer
☐ Lesson 18: Storm Surge Article and Notes Organizer
☐ Lesson 19: Coastal Flooding Article and Notes Organizer

LESSON AT A GLANCE

Component	Time
Introduce the Task	10
Formative Assessment	20

Lesson 21: Formative Assessment

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Plan for English Learner Success

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

- [Cluster 3 Formative Assessment Task \(Sentence Frames\)](#): Provides sentence frames to support written responses.

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

English Proficiency Levels 1-2:

- Direct students to use one specific evidence source (e.g., one notes organizer or article) and help them identify the topic they understand best. Encourage students to use the sentence frames to craft their responses. If needed, allow students to respond orally to the assessment prompts instead of writing. Students can speak their responses into a translation device or directly to the teacher, who records their answers.
- [Look Fors](#): Written or oral responses should include single words or short phrases added to the sentence frames that describe a regional challenge and a strategy. Students should identify at least one piece of evidence that explains why FEMA should fund the strategy.

English Proficiency Levels 3-4:

- Encourage students to use the sentence frames to craft their responses. If helpful, allow students to use their primary language when planning and brainstorming before completing the assessment.
- [Look Fors](#): Written responses use the sentence frames with specific details naming a regional challenge, at least one cause, one impact, and one strategy. At least one piece of evidence from a cluster source is cited by name.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence frames for support or write responses independently.
- [Look Fors](#): Writing on the assessment should include a clear claim naming a disaster and strategy, specific evidence from at least one cluster source, and a reasoned argument for why the strategy is effective. Students write in compound sentences and may acknowledge a trade-off or compare their strategy to another.



ADVANCE PREPARATION

Ensure that the Unit 5, Cluster 3 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

Decide if you would like to assign students to specific natural disasters for the Formative Assessment Task or if you would like students to choose the natural disaster they want to focus on.

Lesson 21: Formative Assessment

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Introduce the Task (10 minutes)

Slide 2: Remind students that throughout Cluster 3, they investigated how communities respond to regional challenges.

Ask: What are some strategies to respond to natural disasters that we learned about in this cluster?

Prompt students to turn and talk with a partner. Possible responses:

- Prescribed burns
- Seawalls
- Mangrove forests
- Managed retreat
- Oyster reef restoration

Slide 3: Revisit FEMA. Explain that FEMA stands for the Federal Emergency Management Agency. Remind students that they saw a FEMA map in Lesson 17, which they used to identify which region is most at risk for wildfires. FEMA is a government agency whose job is to help communities prepare for, respond to, and recover from disasters.

Tell students that FEMA also gives money (called a grant) to help pay for strategies that reduce harm before a disaster strikes. FEMA gives the money to people or groups who will carry the strategy out.

Slide 4: Explain that all kinds of people and groups can apply for a FEMA grant, as long as they're working on a strategy to reduce harm from a natural disaster.

Give an example from the cluster: In the “Wildfires and Prescribed Burns” lesson, a nonprofit organization called Fire Forward works on prescribed burns. A group like Fire Forward could apply for a FEMA grant to help fund more of that work.

Ask: What other people or groups have we learned about who might apply for a FEMA grant?

Give students an opportunity to brainstorm with a partner. Then, elicit some ideas. Possible responses:

- The Wampanoag Tribe (oyster reef restoration)



LEARN MORE

The YouTube channel Your Daily English Spark has a short video explaining FEMA and key natural disaster vocabulary that may be useful for building background knowledge called “[What Is FEMA? Understanding Natural Disasters and Emergency Response](#)” (10:44). A shorter ABC News video, “[What Is FEMA? The Federal Agency That Responds to National Disasters](#)” (4:46), also describes some of the work FEMA does.

Lesson 21: Formative Assessment

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Cluster 3: Challenges and Responses

- A local government, like the town of Scituate
- Conservation groups (mangrove or wetland restoration)

Slide 5: Explain that when someone wants a grant, they have to apply by explaining what they need the money for and why their plan is a good one. That written explanation is called a grant proposal.

Slide 6: Explain the task. Tell students they will write a short grant proposal to FEMA. They will:

- Choose one regional challenge they learned about in Cluster 3.
- Describe the challenge and explain why it is serious.
- Recommend one strategy they think FEMA should fund.
- Argue why that strategy is the most effective choice.
- Name who should receive the funding to carry out the strategy.

Their job is to make the strongest argument they can using evidence from their cluster sources.

Slide 7: Explain that to support their proposal, students need to find evidence from at least one cluster source. They can use any of the following materials:

- **Wildfires Notes Organizer**
- **Storm Surge Article and Notes Organizer**
- **Coastal Flooding Article and Notes Organizer**

Remind students of the additional reference tools around the classroom:

- Word Wall
- Unit 5, Cluster 3 Inquiry Chart

Lesson 21: Formative Assessment

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Formative Assessment (20 minutes)

The Formative Assessment for Cluster 3 is [Cluster 3 Formative Assessment Task](#).

Slide 8: Distribute [Cluster 3 Formative Assessment Task](#) and read the directions aloud. Point out that the proposal has four sections:

- Recommendation statement
- Why this challenge is serious
- Why this strategy works
- Who should receive funding

You can either let students choose the natural disaster they focus on, or you can assign students to a specific natural disaster.

Prompt students to complete their proposals independently.

Encourage students to refer to their cluster sources and the Word Wall as needed. Move around the room to support students, referring to [Cluster 3 Formative Assessment Task \(Teacher Version\)](#) as needed.

Close by collecting students' grant proposals and any remaining student materials.



SUPPORT ALL STUDENTS

Students who would benefit from further scaffolding during this writing task can use the [Cluster 3 Formative Assessment Task \(Sentence Frames\)](#) handout.



TEACHING TIP

The Summative Assessment focuses on flooding in Massachusetts. If you think your students would benefit from more practice with nor'easters and coastal flooding before the Summative Assessment, encourage them to choose that challenge here. If you think your students are ready for variety or would benefit from working with a different challenge, steer them toward wildfires or hurricanes and storm surge instead.

Lesson 21: Formative Assessment

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Name: _____ Date: _____

Cluster 3 Formative Assessment Task (Teacher Version)

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.

Answers will vary. Look for a claim naming a disaster and strategy and relevant evidence from at least one cluster source. The sample responses below focus on wildfires and prescribed burns.

To the FEMA Grant Review Committee,

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

I recommend FEMA fund prescribed burns to address wildfires.

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

Wildfires are a serious natural disaster that mostly impacts the West region. They are caused by hot, dry climates. Years of fire suppression have also made them worse because trees are too close together. Wildfires affect communities by destroying homes, forests, and wildlife.

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

This strategy is effective because it helps create space between trees, so wildfires cannot grow as large or spread as fast. Evidence from the wildfires video shows that red flag wildfires have stopped at the edges of areas where prescribed burns had already taken place.

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

I recommend FEMA give this grant to Indigenous nations because prescribed burns come from Indigenous knowledge of fire. Indigenous nations are already working with other organizations and the local government, so this would help them do more of this work.

Sincerely,
(your name)

LESSON 22

Unit Synthesis

EQ How do the people, the land, and the challenges of a place shape each region of the United States?

SQ How do communities respond to regional challenges of the United States?

LEARNING OBJECTIVE

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

LANGUAGE OBJECTIVE

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 the synthesis lesson, students reflect on their learnings throughout the unit. They first revisit their Unit 5 Inquiry Charts in order to discuss and identify one big takeaway per cluster. They then revisit the Unit 5 Know and Wonder Chart. Students consider the unit's Essential Question: *How do the people, the land, and the challenges of a place shape each region of the United States?* and discuss what questions from the "Wonder" column they can now answer. The lesson closes with students adding to the U.S. Cultural Diversity Map they contributed to in the Cluster 1 Formative Assessment, layering on evidence of land and adaptation from Cluster 2 and regional challenges and community responses from Cluster 3 to create a fuller portrait of each region.

LESSON STANDARDS

PS 3, PS 6, 4.T4a.4, 4.T4a.5, 4.T4b.1, 4.T4b.2, 4.T4b.3, 4.T4c.1, 4.T4c.2, 4.T4d.1, 4.T4d.3, 4.T4e.1, 4.T4e.4

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ Lesson 1: Unit 5 Know and Wonder Chart
- ☐ Unit 5, Clusters 1–3 Inquiry Charts
- ☐ Lesson 8: Cultural Diversity Map

Lesson 22: Unit Synthesis

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LESSON AT A GLANCE

Component	Time
Revisit the Unit's Charts	15
Update the Class U.S. Cultural Diversity Map	15
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:

- If possible, pair students with a language-proficient peer for the discussion. Provide one or two simple sentence frames from the LLB for students to use in the Unit Synthesis discussion.
- Look Fors: Oral responses should use the structures provided in the LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussion. Encourage students to choose relevant sentence frames from the LLB during the Unit Synthesis discussion.
- Look Fors: Oral responses should include simple sentences using the chosen sentence frames with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses during the Unit Synthesis discussion.
- Look Fors: Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 22: Unit Synthesis

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**ADVANCE PREPARATION**

Ensure that the Unit 5 Inquiry Charts and Unit 5 Know and Wonder Chart are easily accessible.

Display the Cultural Diversity Map from the Cluster 1 Formative Assessment (Lesson 8). Students will update it during this lesson to synthesize what they learned in Clusters 2 and 3. Alternatively, you can use chart paper for each of the five regions studied in this unit: Northeast, Southeast, Midwest, Southeast, and West. Students will also need sticky notes and/or markers.

Revisit the Unit's Charts (15 minutes)

Slide 2: Remind students of the unit's Essential Question:



How do the people, the land, and the challenges of a place shape each region of the United States?

Inform students that they will be working to answer this question in today's Unit Synthesis discussion and later in the unit's Summative Assessment Task.

Slide 3: Ask: *What's one big takeaway from each cluster?*

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

- **Cluster 1:** When people move, they bring their cultural traditions with them. These traditions blend with and build upon the cultures already rooted in a place. This creates the diverse regional identities we see across the United States today.
- **Cluster 2:** People adapt to the land where they live, using its climate and resources to build communities, economies, and industries. The ways people have used the land, from building homes to developing industries, reflect the needs and knowledge of every group that has lived there.
- **Cluster 3:** Communities face different natural disasters depending on where they live. People respond by working together and drawing on what their region offers and what its people know: natural resources, local knowledge, and cultural traditions.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) during this discussion to support links between their learnings and the inquiry questions.

Lesson 22: Unit Synthesis

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Slide 4: Present the **Unit 5 Know and Wonder Chart** from the Unit Kickoff and give students a few minutes to review it.

- Ask: *Which questions in the “Wonder” column can we now answer?*
- Invite volunteers to answer the questions using what they learned in the unit.
- Validate how much students have learned since the start of the unit!

Update the Class U.S. Cultural Diversity Map

(15 minutes)

Slide 5: Display the Cultural Diversity Map from the Cluster 1 Formative Assessment (Lesson 8). Remind students that in Cluster 1, they worked in regional expert groups to add cultural contributions to this map. Explain that today they will add two more layers to make it a fuller portrait of each region:

- What the land provides and how people have adapted to it (Cluster 2)
- Regional challenges communities face and how they respond (Cluster 3)

Slide 6: Organize students into their regional expert groups. Explain that each group will add one or two ideas from Cluster 2 to their region on the map. They can add:

- Something about the land in their region (its climate, topography, or natural resources)
- One way people have adapted to the land (a style of home, a farming practice, or an industry)

Give groups time to discuss and decide what to add, then add their ideas to the map. They can use sticky notes or write directly, depending on your format.

Facilitate a brief share-out: Ask one member from each group to name what they added and why.

Slide 7: Explain that for Cluster 3, the class will add challenges and responses together, since not every region had a natural disaster studied in the cluster, and because community responses often cross regional lines.



TEACHING TIP

If the Cultural Diversity Map from Lesson 8 is not accessible, use chart paper labeled with each region's name instead. Students can add their Cluster 2 and 3 ideas directly to each region's sheet, and the sheets can be displayed together on the wall to similar effect.

Lesson 22: Unit Synthesis

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Ask: *Which regions face natural disasters we learned about?*

Guide students to name:

- **West/Southwest:** Wildfires
- **Southeast:** Hurricanes (storm surge and coastal flooding are also acceptable responses)
- **Northeast:** Nor'easters (storm surge and coastal flooding are also acceptable responses)

Add these to the map as a class, noting the challenge and one strategy communities use in each region.

Slide 8: Invite students to step back and look at the completed map together. Ask: *What does this map show us about how people, the land, and the challenges of a place shape each region of the United States?*

Take a few responses. Then, if needed, follow up by asking: *Look at everything we've added to this map. What connections do you notice between the people, land, and challenges of a region?*

Possible responses:

- One connection is that people use the natural resources of their land to help them adapt and flourish.
- One connection is that the natural disasters a region faces often come from its land and climate, like wildfires in the hot, dry West.
- One connection is that the way people respond to a challenge often comes from their culture or their land, like prescribed burns coming from Indigenous knowledge or oyster reefs coming from a natural resource of the coast.
- One connection is that a region's culture and its land are connected too, like how the food people eat in a certain region are dependent on what they have available to them.

At the end of class, let students know that the next couple of classes will be a Summative Assessment of the unit.



TEACHING TIP

This cluster only covered three regional challenges. If time permits, invite students to brainstorm other natural disasters they know about. For example, the Midwest faces tornadoes and the West faces earthquakes. Like the challenges studied in this cluster, communities in those regions also develop strategies to mitigate, respond to, and recover from natural disasters.

Lesson 22: Unit Synthesis

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Optional Extension: Content Assessment

(30 minutes)

You can administer the [Extension: Regions of the United States Content Assessment](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [Extension: Regions of the United States Content Assessment \(Teacher Version\)](#) has scoring guidance for each section.



SUPPORT ALL STUDENTS

Be sure to provide the [Extension: Regions of the United States Content Assessment \(Sentence Frames\)](#) for students who would benefit from the addition of sentence frames to support their writing.

Lesson 22: Unit Synthesis

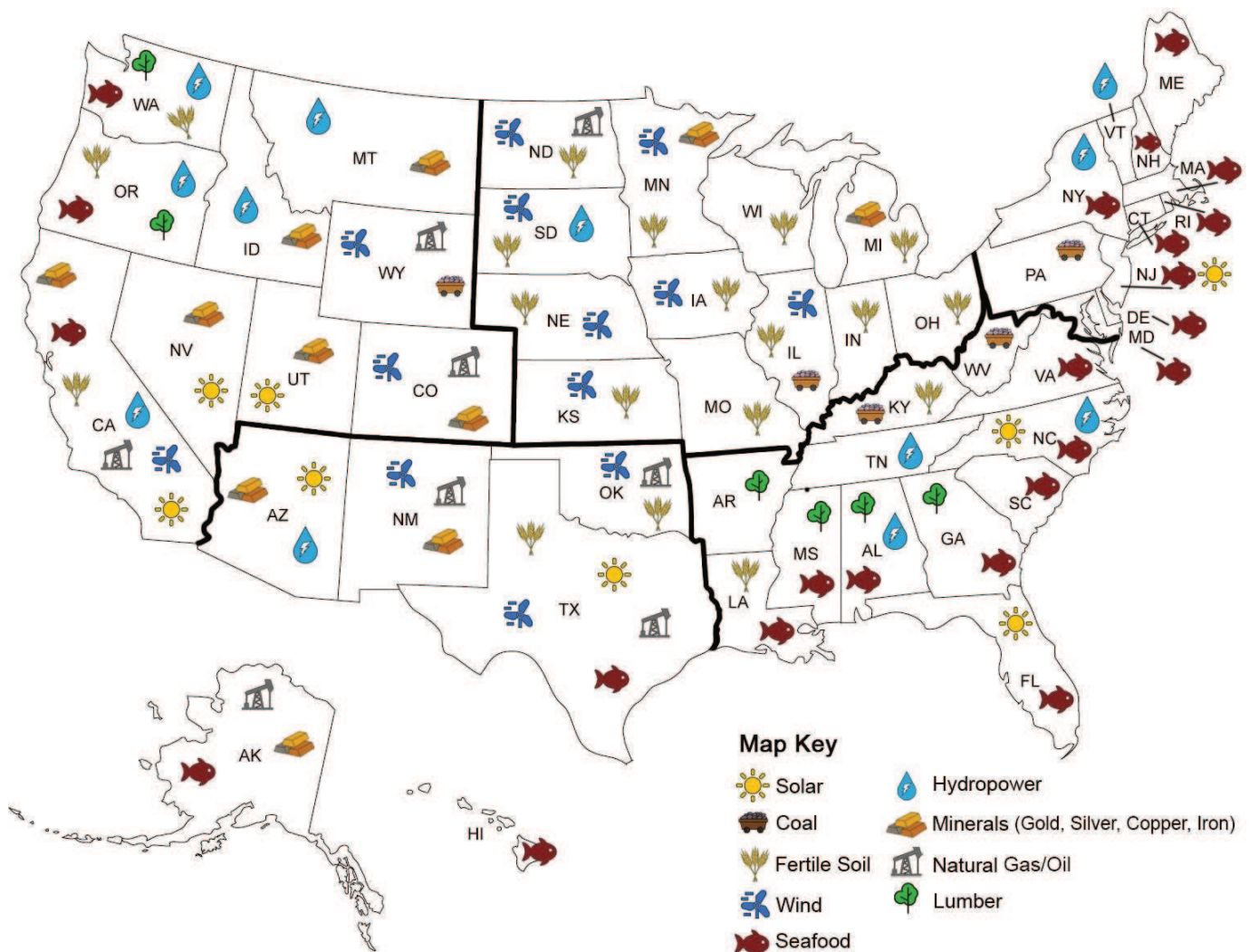
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Name: _____ Date: _____

Extension: Regions of the United States Content Assessment (Teacher Version)

Section 1: Geography

Directions: Below is a map of the United States showing natural resources found in the five United States regions you studied in this unit.



Map Identification

1. What natural resource appears in all states in the Midwest?

Fertile soil

2. What natural resource appears in almost every state along the coast?

Seafood

3. What natural resource does Massachusetts have?

Seafood

Map Analysis

4. Choose one region. How have people there adapted to use a natural resource shown on the map?

Answers will vary. Possible responses:

- The Midwest has fertile soil. People there farm and grow crops like corn and wheat.
- The Northeast has seafood along the coast. People there fish and harvest shellfish.
- The Southwest has a lot of sunshine, so people there use solar panels to make electricity.
- The Southeast has lots of forests. The lumber industry harvests wood and loads it into trucks to sell for building materials.
- The Northwest has lots of trees. Some Indigenous nations use cedar trees to build plank houses.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary Word	Connection	Definition
adapt		a geographic area with common features
sustainable		to change to fit the environment
culture		a way of using a resource while leaving enough for the future
region		a sudden event in nature that causes a lot of damage, such as a flood, storm, drought, or wildfire
natural disaster		the knowledge, beliefs, and way of life shared by a group of people

Section 3: Social Studies Past and Present

Directions: Read the quote below from a resident of Scituate, Massachusetts, and answer the questions that follow.

“People in Scituate are more open to the reality of climate change and how it's impacting our coasts with these storms. There was always a debate as to okay, how fast is the sea level rising, do we really need to take these drastic steps? But I think this last storm in March definitely demonstrated that yes, the sea level has certainly risen to a level that needs addressing sooner rather than later.”

—Resident of Scituate, Massachusetts

1. What regional challenge is this community facing? Use at least one detail from the quote in your answer.

Possible response: The community in Scituate is facing coastal flooding caused by rising sea levels. The speaker says "the sea level has certainly risen to a level that needs addressing," which shows the problem is getting worse.

2. What does the speaker think communities need to do in response to this challenge? Do you think this is the right response? Use evidence from the unit to support your answer.

Possible response: This speaker thinks communities need to take action sooner rather than later to address rising sea levels. Evidence from the unit shows that strategies like oyster reef restoration, seawalls, and managed retreat can help reduce the harm from coastal flooding, so acting now makes sense.

Section 4: Paragraph Response

Directions: Choose one region of the United States that you studied. Write a paragraph explaining how diverse peoples, including Indigenous nations and at least one other group, have shaped the culture of that region. In your paragraph, be sure to explain:

- Which region you chose
- How Indigenous peoples have shaped the culture of that region
- How at least one immigrant group has shaped the culture of that region
- At least one specific example of a cultural contribution (such as food, music, art, or traditions)

Look for students to:

- Name a specific region
- Name at least one Indigenous nation and describe an aspect of their culture
- Name at least one immigrant group and describe an aspect of their culture

Answers will vary depending on students' chosen region. Possible response:

Northeast: The Northeast region has been shaped by many diverse peoples over time. Indigenous nations like the Wampanoag shaped the region through agriculture by growing corn, beans, and squash (the Three Sisters) because each plant helps the others grow. Later, immigrant groups, including German immigrants, also contributed to the culture by bringing their symbols and artistic traditions from their homeland. One specific example is the decorated wooden chests that German immigrants brought to Pennsylvania.

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 (5 points)

- 1 point for each map identification question
- 2 points for the map analysis question

Section 2: Vocabulary (10 points)

- 2 points per correct answer

Section 3: Social Studies Past and Present (8 points)

- 4 points for each written response

Section 4: Paragraph Response (7 points)

- 1 point for identifying a specific region
- 3 points for naming an Indigenous nation and how they have shaped the culture of the region
- 3 points for naming at least one other cultural group with a description of one of their cultural contributions

Total possible: 30 points

SUMMATIVE ASSESSMENT

Regions of the United States

ASSESSMENT PACING

Lesson 23

Task 1

Lesson 24

Task 2

Assessment Overview

During this unit, students explored the diverse regions of the United States—the cultures that shaped them, how people have adapted to the land, and the challenges different regions face. Students learned that natural disasters such as flooding affect regions in serious ways and that communities and governments respond using a range of strategies. The Summative Assessment focuses on flooding, a growing challenge for Massachusetts.

In the Summative Assessment, students work in project teams over two days to create a PSA (public service announcement) poster about flooding. On Day 1, students are reintroduced to flooding as a regional challenge that is particularly relevant to their community and learn that it affects both coastal and inland communities. They evaluate strategies that communities and states use to respond, choose two to focus on, and complete a planning guide. On Day 2, students use their completed planning guide to create a PSA poster that names the problem, recommends strategies, and makes a call to action backed by evidence. Then, they share their work in a brief Gallery Walk. Finished PSAs are displayed publicly so students' work reaches an authentic audience.

Assessment at a Glance

Students create a PSA poster that describes a flooding challenge facing their community, recommends strategies to respond, and makes a call to action supported by evidence.

Advanced Preparation

Day 1:

- Organize students into project teams before the lesson begins. Teams may be regional expert groups from earlier clusters or new teams of 3 or 4 students.
- Ensure materials from the “Nor’easters and Coastal Flooding” lesson are accessible for student reference.

- Print and cut out one set of Flooding Strategy Cards for each group. You might want to laminate them for reuse.
- Consider adapting the flooding introduction to your students and school location. Lean into inland flooding if that is more relevant to your community or coastal flooding if you are near the coast. You might even pull up Google Maps so that you can locate bodies of water near your community.
- To build your own knowledge on flooding in Massachusetts, see the [Massachusetts Department of Public Health Climate Hazard Adaptation Profiles](#) and [ResilientMass](#), a program designed to help communities in Massachusetts improve their ability to handle extreme weather.

Day 2:

- Return completed planning guides to each team at the beginning of the lesson.
- Prepare poster-making materials for each team: chart paper, markers, colored pencils, etc.
- Confirm where finished PSAs will be displayed (the school library, a hallway, or other public space).

Assessment Focus Standards**Practice Standards:** PS 3, PS 6, PS 7**Content Standards:** 4.T4b.3**Literacy Standards:** SL.4.1, W.4.1

LESSON 23

Summative Assessment, Day 1

Teacher Notes

In this lesson, students launch the Summative Assessment by investigating flooding, the regional challenge that most affects the Northeast and specifically, Massachusetts. After watching a video and discussing what they notice, students learn that flooding affects both coastal and inland communities and consider which kind of flooding is most relevant to where they live. In project teams, students sort strategy cards by the type of flooding they address and set aside the ones that don't fit for their community. Teams then choose one strategy to advocate for, identify an audience in their community, and decide what action they will ask that audience to take. Teams complete a planning guide naming the problem, the strategy, and the call to action, which becomes the foundation for the PSA poster they create on Day 2.

MATERIALS

- ☐ [Lesson 23 Slide Deck](#)
- ☐ [Flooding Strategy Cards](#)
- ☐ [Flooding Prevention and Preparedness Planning Guide](#)
- ☐ [Flooding Prevention and Preparedness Planning Guide \(Teacher Version\)](#)
- ☐ [Regions of the United States Rubric](#)

Launch the Project (10 minutes)

Slide 2: Introduce the Summative Assessment. Explain that across this unit, students have investigated the people, the land, and the challenges of regions of the United States. Now, they will zoom in on one state they know well: Massachusetts!

Ask: *What natural disaster most affects Massachusetts?*
(Answer: Flooding)

Explain that over the next two days, teams will create a public service announcement (PSA) to convince people in their own community to take action on flooding.

Slide 3: Distribute [Flooding Prevention and Preparedness Planning Guide](#). Review the directions for Part 1. Play the video “Looking at Boston’s Future as Sea Levels Continue to Rise” from CBS Boston (0:00–4:22) and invite students to jot notes responding to three questions as they watch:

- *What challenges do you see?*
- *What strategies do you notice?*
- *What questions do you have?*

Invite students to share what they wrote down. Record a few responses on the whiteboard or chart paper.

Slide 4: Introduce inland flooding. Say: *In Cluster 3, we learned about coastal flooding. But flooding can impact people in Massachusetts who don’t live near the coast too.*

Ask: *What might cause flooding far away from the coast?*

Possible responses: Heavy rain, flooding from rivers or lakes

Slide 5: Explain that inland flooding happens when heavy rain makes rivers or streams overflow. Water can flood streets, basements, or roads. Whether you live near the coast or inland, flooding can affect your community.

Share a quick side-by-side comparison of coastal flooding and inland flooding.

- Coastal flooding comes mostly from the ocean. Inland flooding comes mostly from rain.
- Coastal flooding is mostly caused by storm surge, sea level rise, and nor’easters. Inland flooding is mostly caused by overflowing rivers or overwhelmed drains.

Then, decide as a class: *Is our community most at risk for coastal flooding, inland flooding, or both?*

Record the class decision. Students will use it for the rest of the assessment.



SUPPORT ALL STUDENTS

Distribute [Flooding Prevention and Preparedness Planning Guide \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their writing.



LEARN MORE

To learn more, read the info sheet “[Climate Hazard Assessment Profile: Inland Flooding](#)” from the Massachusetts Department of Public Health. For the coastal flooding side, explore the flood risk models in the Massachusetts Office of Coastal Zone Management’s “[Sea Level Rise and Coastal Flooding Viewer](#).” Consider adapting the introduction to this lesson based on your student population and school location. Lean into inland flooding if your community faces it or focus more on coastal flooding if you’re near the coast.

Choose a Strategy and an Audience (20 minutes)

Slide 6: Explain that today students will learn more about some of the strategies that Massachusetts communities are using to respond to flooding. They will also review a couple of strategies that they already learned about in Cluster 3.

Organize students into project teams. Teams can be the same regional expert groups used in Clusters 1 and 2, or they can be new groups (3 or 4 students is ideal). Distribute one set of [Flooding Strategy Cards](#) to each team.

Explain that their task is to use what they know about flooding to sort the cards into three categories:

- Strategies that help coastal flooding
- Strategies that help inland flooding
- Strategies that help both

Prompt teams to consider: *Does this strategy fit the kind of flooding your community faces (coastal, inland, or both)?*

Give teams time to sort and discuss before checking their work on the next slide.

Slide 7: Once students have finished sorting the strategy cards, check their work.

- Helps with coastal flooding: Seawalls, marsh mats, oyster reef restoration, managed retreat
- Helps with inland flooding: Levees, dam removal, rain gardens and special pavement
- Helps with both: Early warning and evacuation systems, infrastructure upgrades, community emergency preparedness planning

Then have students put away the cards that are not relevant for their community.



TEACHING TIP

A few of the Flooding Strategy Cards are debatable. Infrastructure upgrades and rain gardens address rainwater, which teams may reasonably sort as inland, but coastal communities have pipes and pavement too. If teams sort these differently, focus on the reasoning rather than the placement.

Slide 8: Introduce the Summative Assessment Task:

- Your job is to convince people in our community to take action using one of these strategies.
- To do that, you need to be really clear on two things: **who** you are talking to, and **what** you are asking them to do.

Slide 9: Brainstorm as a class: *Who in our community needs to know about flooding?* Record responses on the board.

Possible responses:

- Families and neighbors
- Kids and families at our school
- Local community groups
- People who live in areas that flood

Slide 10: Then explain that community members may not be able to remove a dam on their own or build a seawall, but there is always something they *can* do.

Ask: *What kinds of things can people in our community do to prepare for or prevent flooding?* Record responses, prompting toward a range:

- Do something themselves (build a rain garden, make an emergency plan, sign up for alerts)
- Help each other (check on neighbors during a storm, share supplies)
- Support a strategy (speak up for a project at a town meeting, volunteer with a local group doing the work)
- Spread the word (tell others about the problem or about work already happening)

Keep both lists posted for teams to reference.

Slide 11: Explain that students need to choose one strategy to focus on for their PSA. This should be the strategy that they think will most help their community respond to flooding.

Review the directions for Part 2 of [Flooding Prevention and Preparedness Planning Guide](#). Each team works together to discuss the questions and students write their answers individually.

- **The problem:** *What kind of flooding is your community most likely to face? Why does flooding happen in this place? What problems could it cause?*
- **The solution:** *Which strategy do you recommend? Why is it important for responding to this flooding?*
- **Call to action:** *Who is your audience? What exactly do you want them to do?*

Encourage students to use their Flooding Strategy Cards and notes from the video as their primary sources. Students near the coast can also draw on the **Coastal Flooding Notes Organizer** and **Coastal Flooding Article** from Lesson 19 for additional evidence.

**TEACHING TIP**

As teams work, remind students to think about what their audience can realistically do. They can refer to the brainstormed lists on the board.

LESSON 24

Summative Assessment, Day 2

Teacher Notes

In Day 2 of the Summative Assessment, students use their completed planning guides from Day 1 to create a PSA (public service announcement) poster about flooding in their community. The lesson begins by introducing what a PSA is and what makes one effective. Then teams create posters that describe the flooding problem, recommend two strategies, and make a call to action supported by evidence. The lesson closes with a brief Gallery Walk so students can see each other's work. Finished PSAs should be displayed in a public space to give students' work an authentic audience.

MATERIALS

- ☐ [Lesson 24 Slide Deck](#)
- ☐ Lesson 23: Flooding Prevention and Preparedness Planning Guide

Introduce PSAs (5 minutes)

Slide 2: Remind students that in the Formative Assessment, they wrote a grant proposal to FEMA, a federal government agency, asking for funding to support a strategy that reduces harm from natural disasters. Their audience was a government decision-maker, and their goal was to argue that a strategy deserved funding.

Explain that today's task is different. Students will create a public service announcement (PSA) aimed at their own neighbors, families, and community members. The goal is not to request funding but to inform people about the flooding risk in their community and persuade them to take action or support a strategy.

Slide 3: Explain that a PSA is an informational message, often a poster, that tells people about an important problem and what they can do to help. Show a few examples.

Ask: What do you notice about how the creators of these PSAs get their message across?



TEACHING TIP

PSAs can come in many different styles and formats: short-form videos posted on social media platforms or commercial television, radio segments, posters, and so on. If time allows, this might be an opportunity to allow for some further student voice and choice. For example, students might enjoy making a short, scripted video as an alternative to making a poster. If you go this route, have students storyboard and script their video before creating it.

Possible responses:

- They have one clear message.
- They don't use many words.
- They use bold images and bright colors.
- They make you want to take action right away.

Slide 4: Describe the features of an effective PSA:

- Names the problem
- Gives a clear call to action
- Backs it up with evidence
- Grabs attention

Explain how the FEMA wildfire preparedness PSA exemplifies each of these features.

Create PSAs *(20 minutes)*

Slide 5: Provide the requirements for the flooding PSA:

- **Name the problem:** What's wrong? Who does it affect?
- **Give a clear call to action:** What do you want people to do about it? (Use your strategies here.)
- **Back it up with evidence:** Provide facts or sources that prove your point.
- **Grab attention:** Use bold images, colors, and a catchy headline or slogan.

Organize students in project teams. Tell students to take out their completed **Flooding Prevention and Preparedness Planning Guide** from Lesson 23. Before teams begin drawing, give them 2 minutes to plan the layout for their PSA. They should decide where the problem, strategies, call to action, and evidence will go on the poster. Then distribute poster materials.

Gallery Walk *(5 minutes)*

Slide 6: Facilitate a brief Gallery Walk.

Post completed posters around the room. Give students 3–4 minutes to walk around and read each other’s work.

Ask students to look for:

- A PSA that clearly explains the problem
- A PSA that makes you want to take action
- A PSA that uses an image or symbol in a powerful way

Bring students back together and invite 1 or 2 volunteers to share something that stood out from another team’s PSA.

Be sure to display the finished PSAs in a public space, such as a school hallway or the library, so students’ work reaches a real audience.

Flooding Strategy Cards

Image	Description
 A satellite image showing a large, swirling storm system over the ocean. The storm has a distinct eye and is surrounded by dense, white clouds. The surrounding ocean is dark blue, and some landmasses are visible in the background.	Early Warning and Evacuation Systems When a storm is coming, town and city leaders can warn people early so they have time to move to safety before the flood arrives. Weather forecasts, emergency alerts on phones, and local announcements help spread the word. Whether flooding comes from the ocean or from overflowing rivers, having a warning system in place ahead of time helps communities stay safer. Towns can also plan safe routes and emergency shelters ahead of time, so that when a flood does happen, people know exactly what to do and where to go.



Infrastructure Upgrades

Many pipes and storm drains in Massachusetts are over 100 years old and were built for less rain than we get now. When too much rain falls too fast, overwhelmed drains cause streets and basements to flood. Town and city leaders can upgrade pipes and drains before the next big storm, helping rainwater move away faster. Building flood protection into roads and drainage systems now means communities can handle bigger storms in the future.



Seawalls

A seawall is a strong wall built along the shore to hold back ocean water during storms and high tides. Town and state leaders build seawalls from hard materials like concrete or steel to protect coastal homes and streets from waves and storm surge. The town of Scituate, Massachusetts, depends on seawalls to protect its neighborhoods from nor'easters. However, powerful storms and rising seas can damage seawalls or send waves over the top.



Levees

A levee is a long wall of packed earth built along a river or low-lying area to hold back floodwater before it reaches homes and streets. Town and state leaders build levees so that when rivers overflow from heavy rain, there is a barrier between the rising water and the community. When a flood is coming, communities can also build temporary levees out of sandbags, working together to stack them along the water. Like seawalls, permanent levees must be repaired by town leaders over time to keep working.



Marsh Mats

Some coastlines, like parts of Boston Harbor, no longer have the natural marshes that once protected them from ocean waves. A group of scientists and engineers called the Emerald Tutu is testing a new strategy in Boston Harbor: floating mats of marsh grass that soak up the energy of ocean waves before they reach the shore, similar to how a real marsh works. This strategy is especially useful in cities along the coast, where there is no room to restore a full wetland.



Oyster Reef Restoration

Oysters were once a plentiful natural resource along the Massachusetts coast. 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. Today, the Wampanoag Tribe is restoring oysters to the waters of Cape Cod with the help of government grants. They are using knowledge of the land and water passed down over thousands of years.



Managed Retreat

Rather than trying to hold back ocean water with walls, some coastal communities are choosing managed retreat. By acting before flooding gets worse, communities move buildings and people away from the shore and let the coast be natural again. Communities may create rules about where new buildings can be built, or buy homes from people in flood-prone areas. Managed retreat can be hard, but it works with nature rather than against it.



Community Emergency Preparedness Planning

Getting ready before a flood happens can save lives. Families can make emergency plans, gather supplies like water and food, and practice what to do if they need to leave quickly. Schools and hospitals can back up their power and water supplies, so they keep running during a flood. Communities can also prepare together: Neighbors can form groups ready to check on each other, share supplies, and help however is needed if a flood strikes. Whether flooding comes from the ocean or from heavy rain and overflowing rivers, communities that plan ahead are better prepared to respond.



Rain Gardens and Special Pavement

When rain falls on roofs, roads, and parking lots, it rushes off all at once and can flood streets and basements. Families can build small rain gardens in their yards to collect and soak up rainwater before it runs off. Town and city leaders can install rain gardens and special pavement across a whole community, letting water sink into the ground instead of rushing into drains. Installing these solutions before the next heavy storm helps reduce flooding in towns and cities where there is a lot of hard pavement.



Dam Removal

Massachusetts has about 3,000 dams, and most are no longer needed. Many were built more than a hundred years ago to power factories. Old dams can be dangerous. They can break or overflow, causing communities downstream to flood. Removing an old dam lets the river flow naturally and spread into the low land beside it, which can safely hold extra water. It also helps the natural ecosystem, including the fish who spawn (lay eggs) in the river. In Natick, town leaders voted to remove an old dam on the Charles River. Groups like the Charles River Watershed Association are working with towns across Massachusetts to remove more dams.

Text sources:

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- Emerald Tutu. n.d. "[About Us](#)."
- Goulston, Robert. 2026. "[Mass. Aims to Improve Stormwater Infrastructure After D+ Recovery](#)." NBC Boston.
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- National Marine Fisheries Service. 2023. "[Ipswich and Parker River Dam Removals in Massachusetts to Restore Fish and Protect Communities](#)." National Oceanic and Atmospheric Administration (NOAA).
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- Wasser, Miriam. 2021. "[Boston's Stormwater Problems Are Older Than the City Itself](#)." WBUR.
- Wolman, Jordan. 2026. "[Climate Reckoning: Mass. Communities Stare Down the Prospect—and Complications—of a Retreat from Rising Waters](#)." *Commonwealth Beacon*.

Image sources:

- "Hurricane Erin Scoots Out to Sea" by MODIS Land Rapid Response Team, NASA GSFC via Wikimedia Commons, public domain.
- "Storm Sewer Installation Ontario" by Imprezzivie1 via Wikimedia Commons, public domain.
- "Seawall and Steps, Sprey Point" by Derek Harper via Wikimedia Commons, CC BY-SA 2.0.
- "National Guard Soldiers Place Sandbags and Poly" by U.S. Army Corps of Engineers via Wikimedia Commons, public domain.
- "Floating Wetland Prototype Designs" via Emerald Tutu, used with permission.
- "Billion Oyster Project" by Agata Poniatowski via Wikimedia Commons, CC BY-SA 4.0.
- "Scituate Storm Damage" by Eric Haynes for the Governor of Massachusetts via Wikimedia Commons, public domain.
- "Community Preparedness" by Iconathon via the Noun Project / Wikimedia Commons, CC0 1.0.
- "Rain Garden" by Alisha Goldstein, EPA, via Wikimedia Commons, public domain.
- "Wekepeke—During Removal (May 2014)" by Timpurinton via Wikimedia Commons, CC BY-SA 4.0.

Name: _____ Date: _____

Flooding Prevention and Preparedness Planning Guide

Part 1: Video Notes

Directions: Watch the video and use the space below to take notes.

What challenges do you see?	
What strategies do you notice?	
What questions do you have?	

Part 2: Choose Your Strategy

Directions: Use the Flooding Strategy Cards to choose one strategy for your community. Then answer the questions below. Use evidence from at least two sources to support your answers.

The problem: What kind of flooding is your community most likely to face? Why does flooding happen in this place? What problems could it cause?	
The solution: Which strategy do you recommend? Why is it important for responding to this flooding?	
Call to action: Who is your audience? What exactly do you want them to do?	

Name: _____ Date: _____

Flooding Prevention and Preparedness Planning Guide
(Sentence Frames)

Part 1: Video Notes

Directions: Watch the video and use the space below to take notes.

What challenges do you see?	
What strategies do you notice?	
What questions do you have?	

Part 2: Choose Your Strategy

Directions: Use the Flooding Strategy Cards to choose one strategy for your community. Then answer the questions below. Use evidence from at least two sources to support your answers. You can use the sentence frames to help you write your responses.

The problem: What kind of flooding is your community most likely to face? Why does flooding happen in this place? What problems could it cause?	<i>We are most likely to face [coastal / inland] flooding. This happens here because _____. It could cause _____.</i>
The solution: Which strategy do you recommend? Why is it important for responding to this flooding?	<i>We recommend _____ because _____.</i>
Call to action: Who is your audience? What exactly do you want them to do?	<i>Our audience is _____. We want them to _____.</i>

Name: _____ Date: _____

Regions of the United States Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 7 Describe a specific local, regional, and/or national issue and explain various strategies students and others could use in working alone and together to address it.	Students clearly describe the flooding issue facing their community (coastal, inland, or both) and who is most affected. Students recommend one strategy with a detailed explanation of how each helps prevent or protect from flooding. The call to action is realistic and actionable, names a specific audience, and clearly states what students want them to do.	Students describe the flooding issue and who is affected. Students recommend one strategy and explain how it helps. The call to action names what students think should happen but may be vague or unclear.	Students' description of the flooding issue is vague or incomplete. Students do not recommend a strategy relevant to their community OR do not explain how it helps OR the call to action is missing.
Practice Standards 3 & 6 In response to an inquiry question, integrate information from two sources on the same topic; identify evidence from a source in response to an inquiry question.	Students use accurate evidence from two or more sources, clearly connected to both the flooding problem and the recommended strategy.	Students use accurate evidence from two sources to support the problem and the strategy. Evidence is mostly accurate and connected to the flooding issue.	Students use little or no evidence, OR evidence is inaccurate or does not connect to the problems or strategy.

Standard	Exceeding	Meeting	Approaching
Content Standard 4.T4b.3 Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events. Content Standard 4.T4a.4 Analyze how people have adapted to the environment of the Northeast.	Students accurately explain how flooding has affected their region, using specific details. Students accurately describe how the chosen strategy shows a way government, communities, or Indigenous nations have responded and adapted to flooding in the Northeast.	Students accurately explain how flooding has affected their region. Students describe how the chosen strategy shows a way a government, communities, or Indigenous nations have responded to flooding, but the explanation may be vague.	Students' explanation of how flooding affects the region is inaccurate or missing OR the strategy is not accurately connected to how government, communities, or Indigenous nations have responded.

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 4, Unit 5: Regions of the United States

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: Peoples and Cultures

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: Regions of the United States</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lumen Learning	<u>World Regional Geography: Geography Basics</u>	Educational resource that covers the basics of geography, including an explanation of the concept of regions
Lesson 3		
Library of Congress	<u>Immigration and Relocation in U.S. History</u>	Presentation with primary sources that explores moments and experiences from immigrant communities in the United States
Lesson 4		
Li, Matthew	<u>Why Portuguese Food Is Hiding Everywhere</u>	Video about the historical reasons why Portuguese influences appear in many cuisines around the world
Lesson 5		
Facing History & Ourselves	<u>Teaching Strategy: Crop It</u>	An explanation of how to implement the "Crop It" strategy of image analysis and interpretation

Lesson 6

Bainbridge, Catherine and
Maiorana, Alfonso

[**RUMBLE: The Indians Who Rocked
the World**](#)

Web page for a documentary
that examines Indigenous
influence in popular music

Cluster 2: Land and Adaptation**Author****Resource****Use****Lesson 11**

The National Museum of the
American Indian

[**Smithsonian in Your Classroom:
Native American Dolls**](#)

Lesson plan that features the
perspectives and experiences
of Indigenous doll-makers
from the Navajo, Inupiat,
Ojibwe, Seneca, and Seminole
peoples

The Burke Museum

[**Burke From Home: Home**](#)

Lesson plan about the
concept of "home" that
features information about
two distinct Indigenous
building styles in the Pacific
Northwest (Suquamish cedar
plank house and Yakama tule
mat house)

Lesson 12

Hilaire, Larry

[**Corn: An American Native**](#)

Brief informational text about
the history of corn cultivation
and its use in Indigenous
cultures

Martin, Ross

[**Where Bison Roam, Prairies Thrive**](#)

Brief article that summarizes
a long-term study of how
bison grazing in prairies
creates more resilient
grasslands

Lesson 13

Smithsonian National
Museum of Natural History

[**What Are Fossil Fuels?**](#)

Web page with graphic
features that explains how
fossil fuels form

Cluster 3: Challenges and Responses**Author****Resource****Use****Lesson 17**

Mullen, Luba	<u>How Trees Survive and Thrive After a Fire</u>	Article from the National Forest Foundation that details the different ways trees have adapted to survive and even depend on regular fire
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Grade 4, Unit 5: Regions of the United States

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.

Books in the Curriculum

Author	Title	Lesson
Carole Lindstrom	<u>We Are Water Protectors</u>	13
Dan Yaccarino	<u>All the Way to America: The Story of a Big Italian Family and a Little Shovel</u>	2

Recommended Books (Not in the Curriculum)

Author	Title
Karina Nicole González	<u>The Coquíes Still Sing: A Story of Home, Hope, and Rebuilding</u>
Aslan Tudor and Kelly Tudor	<u>Young Water Protectors: A Story About Standing Rock</u>