

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.

