

Grade 4	Social Studies	Week 5
Lesson Title: Regions and Resources		
Weekly Learning Targets: Students can explain that different regions of the USA have different resources.		
AERO Social Studies Learning Standards: 4.5a – Compare and contrast cultural characteristics of different regions and people. 4.5b – Compare and contrast the ways that different cultures meet human needs and concerns. 7.5b – Distinguish among human, natural, and capital resources.		
MONDAY		
<p>Daily Learning Target: Students can define a natural resource and name some resources of a particular region.</p> <p>Learning Tasks: At the beginning of class, the teacher can show the students this video about natural resources. (SM A) After watching and discussing the video, the class can read page 18 and page 19 in the textbook. The students can write down the definitions for natural resources, economy, and products. The students can also make a list of the different natural resources found in a particular region.</p> <p>Daily Formative Assessment: The teacher can check the students’ lists.</p>		
TUESDAY		
<p>Daily Learning Target: Students can read a resource map and use a chart to determine the origins of goods that people use.</p> <p>Learning Tasks: To begin, the class can review the lesson from yesterday. Then, the class can discuss what natural resources they use every day. The class can also think about goods or products and the natural resources that are used to make them. After, the class can read a poem about natural resources (SM B) and identify the natural resources in the poem. Next, the class will look at a natural resource map (SM B), and the teacher can ask guiding questions to the students about the map. Next, the students will illustrate and write one way that they use a natural resource at home.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ maps.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can understand that different areas of the United States have different resources.</p> <p>Learning Tasks: To begin, the class can review the lesson from yesterday. Then, the class will read this story (SM C) <i>How to Make a Cherry Pie and see the USA</i>. In the story, the child travels around the USA to gather resources to make a cherry pie. After discussing the story, the teacher can tell students that they will create a map of the natural resources of the United States. This would be a good time to review different parts of a map. (SM D) Then, the students can work in pairs or small groups to create their map. The teacher can distribute blank USA map templates (SM E) and clipart of natural resources. (SM E) The teacher should remind the students to include a legend explaining the clipart.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ maps.</p>		
THURSDAY		
<p>Daily Learning Target: Students can create a map of the natural resources of the different regions of the United States.</p> <p>Learning Tasks: At the beginning of class, the students will read and review the different types of resources on page 20 and 21. On page 22 and 23, the students will look at ways to conserve resources and answer the questions. For the remaining time, the students can complete their natural resource map.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ work in their textbook.</p>		
FRIDAY		
<p>Daily Learning Target: Students can write a story about how they would gather natural resources to create a</p>		

product.

Learning Tasks: To start the class, the teacher can review the activities from the entire week. Then, the teacher can explain that the students are going to become characters in the story *How to Make a Cherry Pie and see the USA*. First, the students will need to choose a product that they want to create. Then, the students will need to determine what natural resources will be needed to create that product. Using the maps that they created, they can plot a path to the different natural resources. Finally, students can write down their story. Additionally, they can draw the route that they took on their map.

Daily Formative Assessment: The teacher can give feedback on the students' stories.

Grade 4 – SS – Week 5	MATERIALS / RESOURCES
<p>pencils, markers, maps, markers, natural resources</p> <p>A – Resources Video - https://www.youtube.com/watch?v=8Lfd_EKze2M</p> <p>B – Reading a Resource Map - https://www.nationalgeographic.org/activity/reading-resource-map/</p> <p>C – Regions of the USA - https://www.flocabulary.com/unit/regions-of-the-us/</p> <p>D – Parts of a Map - https://www.gislounge.com/whats-in-a-map/</p> <p>E – Blank USA Map Template - http://www.clipartsuggest.com/blank-us-map-cliparts/</p> <p>F – Resources Icons - https://www.artstation.com/artwork/1Gyb8</p> <p>Additional Resources</p> <p>Natural Resources List - http://www.grinc.com/a-list-of-natural-resources/</p> <p>Read A Resource Map - https://www.education.com/worksheet/article/resource-map/</p>	