<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>GLCEs</th>
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<th>District Resources</th>
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</table>
| Geography           | The US is divided up into 5 separate regions with their own characteristics. (SE, SW, NE, NW, W) | G1.0.1 Identify questions geographers ask in examining the United States. G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the U.S. G1.0.3 Identify and describe the characteristics and purposes of a variety of geographic tools and technologies (measure distance, determine relevant location, classify a region, globe, map, satellite.) G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the U.S. G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the U.S. G2.0.1 Describe ways in which the U.S. can be divided into different regions (political regions, economic regions, landform regions, vegetation). G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (Great Lakes, Midwest) with those of another region in the U.S. G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came?) that influence the migration. G4.0.2 Describe the impact of immigration to the U.S. on the cultural development of places or regions of the U.S. (forms of shelter, language, food). G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the U.S. | Required: Fourth Grade Geography/Regions Unit Assessment Formative: District:
| Geography           | Map skills and reading different types of maps using different technologies is important. People migrated to the US and settled in different regions. People have positive and negative effects on the environment. Each US region has its own cultural make-up. | | | |
| Geography           | Key Terms & Vocabulary Geography terms | | | |
| Geography           | Cardinal directions, case study, Characteristics of geography, tools and technologies, climate, cultural development of place or region, maps, migration, negative effect, patterns of population, density, physical characteristics, physical environment, political regions, positive effects, purposes of geographic tools and technologies, push/pull factors, regions, relative location, United States, vegetation regions, Identify: immigration, impact of immigration, intermediate directions, landform regions | | | |
| Geography           | What characteristics make each region unique? (weather, climate, elevation, population, landforms, and economy) | | | |
| Geography           | Why did people migrate to different regions of the US? | | | |
| Geography           | Why did people immigrate to the US? | | | |
| Geography           | What types of tools and technologies are used to identify characteristics of a region? | | | |

Calhoun ISD Social Studies Curriculum Design Project
### Fourth Grade Geography/Regions Unit

<table>
<thead>
<tr>
<th>Economics</th>
<th>The US is a market economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does competition affect buyers and sellers?</td>
<td>Division of labor impacts productivity positively.</td>
</tr>
<tr>
<td>How does specialization and division of labor affect productivity?</td>
<td>The US is affected by a global competition.</td>
</tr>
<tr>
<td>How is the US economy affected by global competition?</td>
<td>The U.S. economy is affected by supply and demand.</td>
</tr>
<tr>
<td>How does price influence buyers?</td>
<td>Price influences buyers.</td>
</tr>
<tr>
<td>What would an economist want to know about the U.S. economy?</td>
<td>An economist studies what is produced, how it is produced, how much is produced, who gets what is produced, and what role the government plays.</td>
</tr>
<tr>
<td>What are the interactions between the producer and consumer?</td>
<td>The producer and consumer are dependent on each other.</td>
</tr>
<tr>
<td>What are the differences between privately owned and publicly owned?</td>
<td>Public property and goods are available to all U.S. citizens.</td>
</tr>
<tr>
<td>How does the U.S. economy affect employment?</td>
<td>Private owned property and goods are controlled by their owners.</td>
</tr>
<tr>
<td></td>
<td>There is a direct relationship between employment and the strength or weakness of the U.S. economy.</td>
</tr>
<tr>
<td><strong>Key Terms and Vocabulary</strong></td>
<td><strong>Economic terms</strong></td>
</tr>
<tr>
<td></td>
<td>Economic regions, elevation, geographic questions, human activity, human characteristics, human-environment interaction,</td>
</tr>
</tbody>
</table>

#### E1.0.1 Identify questions economists ask in examining the U.S. (what is produced, how is it produced, how much is produced, who gets what is produced, what role does the government play in the economy?).

#### E1.0.2 Describe some characteristics of a market economy (private property rights, voluntary exchange, competition, consumer sovereignty, incentives and specialization).

#### E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

#### E1.0.4 Explain how price effects decisions about purchasing goods and services (substitute goods).

#### E1.0.5 Explain how specialization and division of labor increases productivity (assembly line).

#### E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (supply, demand).

#### E1.0.7 Demonstrates the circular flow model by engaging in a market simulation, which includes households and business and depicts the interactions among them.

#### E1.0.8 Explain why public goods are not privately owned (Mackinac Bridge, parks, etc.)

#### E2.0.1 Explain how changes in the U.S. economy impacts levels of employment and unemployment (change and demand for natural resources, changes in technology, changes in competition).

#### E3.0.1 Describe how global competition affects the national economy (outsourcing of jobs, increase supply of goods, opening new markets).
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Different interpretation of the Core Democratic Values lead people to differ on resolutions to public issues.</td>
<td>Should all states in the United States require a bottle deposit?</td>
</tr>
</tbody>
</table>

**Key Terms & Vocabulary**
- Conflict
- Core Democratic Values
- Public Policy
- Resolution
- Alternative resolution

**Standards**
- P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
- P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
- P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
# Fourth Grade Exploring the Regions and Peoples of the United States Unit Lessons Breakdown

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>GLCEs</th>
<th>Included Resources</th>
<th>Needed Resources</th>
<th>Suggested Resources</th>
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<td>1a</td>
<td>What are the Social Sciences?</td>
<td>H3.0.1  G1.01  E1.01  C1.01</td>
<td>Chart: Who Wants This Artifact?</td>
<td>Artifacts for each social studies domain such as historical documents, maps, measuring tools, money, leases, legal documents</td>
<td>United Streaming video: TEAMS: Student as an Historian: Ancestor Detective</td>
</tr>
<tr>
<td>1b</td>
<td>Mapping Regions</td>
<td>G1.0.2  G1.0.3</td>
<td></td>
<td></td>
<td>Google Earth <a href="http://earth.google.com/">http://earth.google.com/</a>, Drawing/coloring materials</td>
</tr>
<tr>
<td>2</td>
<td>Map Skills</td>
<td>G1.0.2</td>
<td>Physical map of the United States</td>
<td>Pencils</td>
<td>Tasks on index cards</td>
</tr>
<tr>
<td>3</td>
<td>Specialty Maps</td>
<td>G1.0.5</td>
<td>Elevation map of the United States, Rainfall map, Population Density map</td>
<td>Coins or markers</td>
<td>Tasks on index cards</td>
</tr>
<tr>
<td>4</td>
<td>Regions and Peoples</td>
<td>G1.0.5  G2.0.1  G4.0.2</td>
<td>Worksheet 8</td>
<td>Maps from previous lessons, Tasks on index cards</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Creating a Class Collage</td>
<td>G4.0.2</td>
<td>Background information</td>
<td>Materials for making collages, Large map of United States on butcher paper</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Why did people immigrate to the US?</td>
<td>G4.0.2</td>
<td>Background information</td>
<td></td>
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</tbody>
</table>

Calhoun ISD Social Studies Curriculum Design Project
Unit 1: Lesson 1a

Title: Social Studies Disciplines

Grade Level: Fourth

Unit of Study: What are the Social Sciences?

Abstract: In this unit students learn about four disciplines that are the focus of social studies; history, geography, government, and economics.

Key Concepts: economics, economists, geography, geographer, government, political scientist, history, historian, and artifacts.

GLCE:
H3.0.1 (third grade): Identify questions that historians ask in examining the past.
G1.0.1: Identify questions geographers ask in examining the United States.
E1.0.1: Identify questions economists ask in examining the United States.
C1.0.1: Identify questions political scientists ask in examining the United States.

Sequence of Activities:

1. Introduce the social sciences and discuss the importance of the social sciences. The social sciences are concerned with how people behave and what explains their behavior. Wikipedia definition: “The social sciences comprise academic disciplines concerned with the study of the social life of human groups and individuals including anthropology, communication studies, economics, human geography, history, political science, psychology and sociology.” In fourth grade, we will study history, geography, economics, and government/civics.
   • History: the study of the past
     Examples of questions historians might ask: When did this happen? What major events were happening at this time?
   • Geography: attempts to understand the earth in terms of physical and spatial relationships. Geography is organized into 5 themes: location, place, human-environment interactions, movement and region.
     Examples of questions geographers might ask: What are the major landforms in this area? Where did this item come from?
   • Economics: the study of how money is produced, distributed, and used.
Fourth Grade Exploring the Regions and People of the United States

Examples of questions economists might ask: How did people use the resources around them? What has value in this society?

- Government/civics: the study of the privileges and obligations of citizens and the form or system of rule by which a state, community, etc., is governed

Examples of questions political scientists might ask: How do the people make decisions? What is the system of government in this society?

2. Before the lesson, collect artifacts that would be of interest to each type of social scientist described above. Examples of possible artifacts:

   Historian: copies of the Declaration of Independence, the Constitution, old letters

   Geographer: maps, materials from the Earth, tools for measuring distance

   Economist: money, leases, deeds to property, coupons

   Political Scientist: legal documents, books about government, election materials

3. Place one artifact per every pair of students around the room with a record sheet (see below) beside the artifact. Students will rotate around the room looking at the artifact and deciding which social scientist would be most interested in that particular artifact. After discussing with a partner, students will record the type of social scientist, their evidence for why this artifact fits in the category they selected and one question this particular social scientist may have about the artifact.

   Have students rotate around the room investigating different artifacts with their partners. Dependent on time allotments, students may investigate several or all of the artifacts.

4. When the investigation portion of the class has concluded, discuss the results of several artifacts with the students. When looking at the record sheets for the various artifacts, it is likely that students will have differing opinions on which social scientist would be most interested in the artifact. (For instance, an old map could be interesting to an historian because of the age of the map, a geographer because of the physical features, an economist looking for trading relationships based on boundaries drawn on the map, and a political scientist looking for ways that the government was broken up based on boundaries.)

   Have discussions with the group about the differing opinions about which social scientist might be interested in the artifact and the overlap among these disciplines. Students should leave the discussion understanding that each social scientist may be interested in the same artifact, but with a different focus in mind.

Calhoun ISD Social Studies Curriculum Design Project
Connections: Additional Activities

**Geographer Activity:** Decide which state you might like to live in when you are an adult. Draw a map of the state. Under the map, explain your reasons.

**Historian Activity:** Create a timeline of your past. Include at least five events that you feel are the most important. Draw a symbol for each event of the timeline.

**Economist Activity:** Write a short story about a time when you earned money on your own or were given money as a present. What did you do with it and why did you do that. Illustrate your story.

**Political Scientist Activity:** Write a note to your principal suggesting an improvement to your school grounds. In your note, explain to the principal why your opinion should matter.

Resources:

[www.socialstudiesalive.net/connections.html](http://www.socialstudiesalive.net/connections.html)

See attached artifact worksheet

United Streaming: *TEAMS: Student as an Historian: Ancestor Detective*
Fourth Grade Exploring the Regions and People of the United States

Who wants this artifact?
Record which social scientist would be most interested in this artifact. Provide some evidence for your choice, and a question that the social scientist might ask about this artifact.

<table>
<thead>
<tr>
<th>Social Scientist</th>
<th>Evidence</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
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Lesson 1b: Market Economy

Grade Level: Fourth

Unit of Study: Exploring the Regions and People of the United States

GLCE:
E1.0.2: Describe some characteristics of a market economy (e.g. private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).

Abstract: Students will gain an understanding of the basics of a market economy and become familiar with the vocabulary of a market economy.

Key Concepts: competition, goods/products, services, market economy, income, expenses, producer, consumer, incentives, specialization

Materials: See lesson descriptions below.

Sequence of Activities:

1. The Marketplace
   Talk with your students about the market economy that exists in the United States. Buying and selling creates the marketplace. People start businesses to earn a profitable income. They decide whether they would like to provide a good and/or a service to consumers. People who pay for goods and services are called buyers or consumers. Buyers and sellers come together in the marketplace.

2. Select activities of your choice to introduce the overall concept of a market economy. Specific economic concepts will be explored further in the regions of the United States. This lesson should be an overview.
   - Junior Achievement Program if district has this program.
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Lesson 1c: Mapping Regions

Grade Level: Fourth

Unit of Study: Exploring the Regions and People of the United States

GLCE:
G1.0.2: Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
G1.0.3: Identify and describe the characteristics and purposes of a variety of geographic tools and technologies.

Abstract: Students will apply basic map skills and interpret specialty maps depicting five regions of the United States.

Key Concepts: latitude, longitude, elevation, population density, immigration, and ethnic and racial groups.

Materials: Maps of the United States (physical, elevation, rainfall, population density)

Sequence of Activities:

1. Have student draw a picture of their home from a bird’s-eye view. (Model concept of bird’s-eye view using satellite images on Google Earth – if available. Students can look at this perspective of the school district, building, etc.: http://earth.google.com/)

2. Tell them to label each room of their home (bedroom, kitchen, living room, and so on) and the other main parts of their drawing (hallway, porch, stairs, and so on).

3. Then have them choose a color for each of the five “regions” of their home. All bedrooms, for example, might be blue; all outdoor porches might be red.

4. Finally, have students create a simply key with the names of each of the five regions of their homes.

5. When they have finished, have them share their drawings with others in the class and explain how and why they created their five regions.

Additional Resources:


Calhoun ISD Social Studies Curriculum Design Project
Lesson 2: Map Skills

Grade Level: Fourth

Unit of Study: Exploring the Regions and People of the United States

GLCE:
G1.0.2: Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

G1.0.3: Identify and describe the characteristics and purposes (e.g. measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g. globe, map, satellite images).

Abstract: Students will review and apply basic map skills through Geography Challenges using physical maps of the United States.

Key Concepts: latitude, longitude, (ex: GPS)

Materials: Physical maps of the United States

Sequence of Activities:

1. Geography Challenge #1
   a. Follow the steps below to review basic map skills with students:
      i. Arrange student in pairs.
      ii. Hand out to each pair of students a physical map of the United States.
         (http://www.eduplace.com/ss/maps/pdf/usphys.pdf)
   Each pair will need a pencil. Give students the following tasks, allowing time for them to complete each task and then model each answer on a transparency.
      a. Point your pencil eraser at the compass rose. What are the four main directions?
      b. What do we call the four main directions? (cardinal directions)
      c. Place your pencil on the map pointing south.
      d. What countries border the United States to the north and south?
      e. Place your pencil on the map pointing east.
      f. Place your pencil on the map pointing northwest.
      g. What do we call directions such as northwest? (intermediate directions)
      h. Place our pencil on the map pointing northeast.
      i. Lay your pencil along 40 degrees north latitude.
      j. Lay your pencil along 38 degrees north latitude.
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k. Lay your pencil along 85 degrees west longitude.

l. Lay your pencil along 109 degrees west longitude.

m. Point your pencil eraser at 35 degrees north latitude, 90 degrees west longitude. Which state are you in?

2. Geography Challenge #2

a. Put each question below on an index card (You may want to laminate the cards for future use). Distribute one card to each pair, and pairs begin working.

b. Allow pairs to use their maps during this activity.

c. Correct each pair’s work and allow them to choose their next question card.

d. If their answer is incorrect, give them the option of trying a second time.

e. Lay the extra cards out on a table.

i. Label the name of the state that lies the farthest west in the continental United States. (California)

ii. Label the name of the state that lies the farthest south in the continental United States. (Florida)

iii. Label the body of water that lies at the west coast of the United States. (Pacific Ocean)

iv. Label the name of the only state that touches the 140th meridian of west longitude. (Alaska)

v. Label the names of the states that touch the 155th meridian of west longitude. (Alaska, Hawaii)

vi. Draw an X at 30 degrees north latitude, 90 degrees west longitude. Label the name of the state you are in. (Louisiana)

vii. Draw an X at 35 degrees north latitude, 115 degrees west longitude. Label the name of the state you are in. (Arizona)

viii. Draw an X at 42 degrees north latitude, 102 degrees west longitude. Label the name of the state you are in. (Nebraska)

ix. Draw a heavy line along the entire 120th meridian of longitude. Label the names of all three U.S. states this meridian passes through. (Washington, Oregon, California)

x. Label the name of the Great Lake that touches the 50th parallel of north latitude. (Lake Superior)
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Lesson 3: Specialty Maps

Grade Level: Fourth

Unit of Study: Exploring the Regions and People of the United States

GLCE:
G1.0.5: Use maps to describe elevation, climate, and patterns of population density in the United States.

Abstract: In this unit students will apply basic map skills and interpret specialty maps depicting five regions of the United States. Students will learn how five racial and ethnic groups came to America and contributed to its growth and development.

Key Concepts: elevation, population density

Materials: Maps of the United States (physical, elevation, rainfall, population density), markers or coins

Sequence of Activities:

1. Geography Challenge #3
   a. Review how to read an elevation map with students.
   b. Seat students in pairs and hand out an elevation map of the United States to each pair. (http://maps.howstuffworks.com/united-states-elevation-map.htm)
   c. Each pair will need a coin or other type of marker.
   d. Give pairs the following tasks, allowing time for them to accomplish each task and then modeling each answer:
      i. Place your coin anywhere on the map at sea level.
      ii. Place your coin anywhere on the map that is between 0 and 1,000 feet in elevation.
      iii. Place your coin anywhere on the map that is between 1,000 and 5,000 feet in elevation.
      iv. Place your coin anywhere on the map that is between 5,000 and 10,000 feet in elevation.
      v. Place your coin anywhere that is above 10,000 feet in elevation.

2. Geography Challenge #4
   a. Review how to read an annual rainfall map with students.
   b. Distribute rainfall maps to student pairs (http://maps.howstuffworks.com/united-states-annual-rainfall-map.htm).
   c. Give pairs the following tasks, allowing time for them to accomplish each task and then modeling each answer:
      i. Place your coin anywhere on the map that receives less than 8 inches of rain per year.
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ii. Place your coin anywhere on the map that receives more than 96 inches of rain per year.
iii. Place your coin anywhere on the map that receives between 16 and 64 inches of rain per year.

3. Geography Challenge #5
   b. Give pairs the following tasks, allowing time for them to accomplish each task and then modeling each answer:
      i. Place your coin anywhere on the map where fewer than 10 people per square mile live.
      ii. Place your coin anywhere on the map where more than 250 people per square mile live.
      iii. Place your coin anywhere on the map where between 50 and 250 people per square mile live.
Fourth Grade Exploring the Regions and People of the United States

Lesson 4: Regions and Peoples

Grade Level: Fourth

Unit of Study: Exploring the Regions and People of the United States

GLCE:
G1.0.5: Use maps to describe elevation, climate, and patterns of population density in the United States.
G2.0.1: Describe ways in which the United States can be divided into different regions.
G4.0.2: Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

Abstract: Students will apply basic map skills and interpret specialty maps depicting five regions of the United States. Students will learn how five racial and ethnic groups came to America and contributed to its growth and development.

Key Concepts: latitude, longitude, elevation, population density, immigration, and ethnic and racial groups.

Materials: Maps of the United States (physical, elevation, rainfall, population density) from previous lessons

Sequence of Activities:

1. Geography Challenge #6
   a. Put each question below on an index card (You may want to laminate the cards for future use).
   b. Distribute one card to each pair, and have pairs begin working.
   c. Allow pairs to use their maps during this activity.
   d. Correct each pair’s work and allow them to choose their next question card.
   e. If their answer is incorrect, give them the option of trying a second time.
   f. Lay the extra cards out on a table.
      i. Which region has the highest elevation? (West)
      ii. Which state has the highest elevation: Texas, Idaho, or Michigan? (Idaho)
      iii. Which state has the most area over 10,000 feet? (Colorado)
      iv. Which region has the most area at an elevation of less than 1,000 feet? (Southeast)
      v. Which region receives the most annual rainfall? (Southeast)
      vi. Which region receives the least annual rainfall? (Southwest)
      vii. Which state receives more than 96 inches of rain each year? (Washington)
      viii. Which region has the highest population density (most people per square mile)? (Northeast)

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Fourth Grade Exploring the Regions and People of the United States

ix. Which two regions have the lowest population density (fewest people per square mile)? (West, Southwest)

x. Which three states have the lowest population density (fewest people per square mile)? (Wyoming, Alaska, North Dakota)

Introduce the Peopling of the United States.

a. Have students answer the attached worksheet #8 and share their responses.

b. Afterward, tell students that the United States is the most diverse nation in the world. More racial and ethnic groups live in the United States than in any other country on the planet. For centuries, people from all over the world have come to North America.

c. Explain that each racial and ethnic group has made contributions to American society. Some of these contributions are on the list they have just discussed. Without any one group and its contributions, the United States would probably not be as strong or as interesting as it is today.

d. Introduce students to the five racial and ethnic groups – Native Americans, Hispanic Americans, European Americans, African Americans, and Asian Americans.

Worksheet #8

Imagine your life without the following things. In the box below, draw the thing you would miss the most. Then write a paragraph explaining your choice.

1. Tacos
2. The Internet
3. Hot dogs
4. Potato chips
5. Rock music and rap
6. Chinese food
7. The President of the United States
8. Cowboy boots
9. Your favorite radio station
10. Baseball, football, and basketball

The thing I would miss the most:

Why I would miss this the most:

How does this item or person reflect an ethnic or racial group in the U.S.?
Lesson 5: Creating a Class Collage

Grade Level: Fourth

Unit of Study: Exploring the Regions and People of the United States

GLCE:
G4.0.2: Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

Abstract: Students will learn how five racial and ethnic groups came to America and contributed to its growth and development.

Key Concepts: immigration, ethnic and racial groups

Materials: Materials for making collages, large map of United States on butcher paper

Sequence of Activities:

1. Tell students they will work as a class to create a collage about how the United States was settled and the contributions made by different groups of people. Explain that they will work in pairs to draw images or symbols that represent the group they have been assigned. Introduce students to the elements of a collage.

   a. Collages are made by combining different images and graphic elements into one artwork.
   b. The pieces of a collage overlap.
   c. The collection of images in a collage is all related to the same topic.
   d. The class collage will be on the topic of American diversity.

2. Tell students that they will work in pairs to create four images or symbols for the collage. Explain that each pair’s collage pieces will be assembled into a class collage about how five groups of people have contributed to American society. Assign each pair of students one of the five major groups (Asian Americans, African Americans, European Americans, Hispanic Americans, Native Americans).

3. Follow these steps with your partner:

   a. Read about the group of people you were assigned.
   b. Brainstorm images for one collage piece that tells how that group settled in the United States.
   c. Brainstorm images for three collage pieces that tell about the contributions that group has made to American society.
   d. Create four collage pieces, each of which must
Fourth Grade Exploring the Regions and People of the United States

1. Have at least two different colors.
2. Be a different size from the other pieces.
3. Be filled entirely with an image.
4. Be cut out neatly and ready to place on the class collage.

4. Assemble the class collage on a map of the United States. Trace the outline of the United States on a large piece of butcher paper. Have students assemble their collage pieces within the borders of the United States and affix them using glue sticks.

5. Debrief the activity. Ask students:
   a. What did you find out about America that you did not know before?
   b. What questions do you have about the collage pieces that you saw?
   c. How has diversity made the United States a stronger country?

Background Information for Teachers and Students

*From Wikipedia:*

**African Americans** or **Black Americans** are citizens or residents of the United States who have origins in any of the black populations of Africa. In the United States, the term is generally used for Americans with at least partial Sub-Saharan African ancestry. Most African Americans are the direct descendants of captive Africans who survived the slavery era within the boundaries of the present United States, although some are—or are descended from—voluntary immigrants from African, Caribbean, Central American or South American nations. African Americans make up the single largest racial minority in the United States and form the second largest racial group after whites in the United States.

**Asian Americans** are Americans of Asian ancestry. They include sub-ethnic groups such as Chinese Americans, Filipino Americans, Indian Americans, Vietnamese Americans, Korean Americans, Japanese Americans and others whose national origin is from the Asian continent. In Oxford dictionary, "Asian person" in the United States is sometimes thought of as a person of East Asian descent. In common reference "Asian" is often used to refer to those of East Asian or Vietnamese descent or anyone else of Asian descent with an epicanthic eyefold. This lags behind the US government definition and general usage in many parts of the US and many consider those of East, South or Southeast Asian descent with or without epicanthic eye folds to be "Asian". In the US Census, people who originate from the original peoples of the Far East, Southeast Asia and the Indian Subcontinent are classified as part of the Asian race.

**Native Americans** is a term which has several different common meanings and scope, according to regional use and context:

- Indigenous peoples of the Americas, natives of the American continents
  - Native Americans in the United States, natives of the United States only; equivalent to American Indians in some contexts

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Hispanic and Latino Americans are Americans of origins in Hispanic countries of Latin America or in Spain. The group encompasses distinct sub-groups by national origin and race, and there is much diversity of race and ancestry within national origin groups as well.

- Hispanics and Latinos constitute 15.1% of the total United States population, or 45.4 million people, forming the second largest ethnic group, after non-Hispanic White Americans (both are composed of dozens of sub-ethnicities). Again, Hispanic and Latino Americans are the largest ethnic minority in the United States; African Americans, in turn, are the largest racial minority, after White Americans in general (non-Hispanic and Hispanic). Mexican Americans, Cuban Americans, Colombian Americans, Dominican Americans, Puerto Rican Americans, Spanish Americans, and Salvadoran Americans are some of the Hispanic and Latino American sub-groups.

- People of Hispanic or Latino heritage have lived continuously in the territory of the present-day United States since the 1565 founding of St. Augustine, Florida by the Spanish, the longest among European American ethnic groups and second-longest of all U.S. ethnic groups, after American Indians. Hispanics have also lived continuously in the Southwest since near the end of the 16th century, with settlements in New Mexico that began in 1598, and which were transferred to the area of El Paso, Texas in 1680. Spanish settlement of New Mexico resumed in 1692, and new ones were established in Arizona and California in the 18th century. The Hispanic presence can even be said to date from half a century earlier than St. Augustine, if San Juan, Puerto Rico is considered to be the oldest Spanish settlement, and the oldest city, in the U.S.

A European American (Euro-American) is a person who resides in the United States and is either from Europe or is the descendant of European immigrants or founding colonists. The German (25.5%), Irish (18.1%) and English Americans (14.3%) alone are the three largest ethnic groups in the United States. European Americans are largely descended from colonial American stock supplemented with two big waves of immigration from Europe. Approximately 53 percent of European Americans today are of colonial ancestry, and 47 percent are descended from European immigrants who came to the U.S. since 1790. Today, each of the three different branches of immigrants are most common in different parts of the country. Colonial stock, which is comprised mostly of people of English, Irish, Welsh, and Scottish descent, may be found throughout the country but is especially dominant in the South. Some people of colonial stock, especially in the Mid-Atlantic states, are also descendants of German and Dutch immigrants. The vast majority of these are Protestants. French descent, which can also be found throughout the country, is most concentrated in Louisiana, while Spanish descent is dominant in the
Southwest. These are primarily Roman Catholic and were assimilated with the Louisiana Purchase and the aftermath of the Mexican-American War, respectively. The first wave of European migration came from Northern and Western Europe between about 1820 and 1890. Most of these were from Ireland, Germany, Britain, Netherlands, and Scandinavia, and with large numbers of Irish and German Catholics immigrating, Roman Catholicism became an important minority religion. Their descendants are dominant in the Midwest and West, although German descent is extremely common in Pennsylvania, and Irish descent is also common in urban centers in the Northeast. The second wave of European Americans arrived from 1880 to the 1920s, mainly from Southern and Eastern Europe. This wave included Italians primarily from Southern Italy, Greeks, Poles and other Slavs, Portuguese, and Eastern European Jews from Poland and Russia, boosting the Catholic population further and introducing a significant Jewish minority into the country. Their descendants are dominant in the Northeast. With large numbers of immigrants from South and Central America, White Hispanics have increased to 8% of the US population; Texas and Florida are important centers for them.
Lesson 6: Why did people immigrate to the US?

Grade Level: Fourth

Unit of Study: Exploring the Regions and Peoples of the United States

GLCE:
G4.0.2: Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

Abstract: Students will describe and analyze the reasons people immigrated to the US.

Key Concepts: immigration

Sequence of Activities:
1. Use background information below, internet sites and literature to research reasons why people came to the United States.
2. Ask students to create a list of reasons why people came to the United States as they research.
3. Groups of students should research immigrant groups from different countries.
4. Students will then compare their lists of reasons with those of other groups to find similarities and differences in rationale for immigrating to the United States dependent on country of origin.
5. Two groups will work together to complete a Venn Diagram comparing reasons for their respective groups’ immigration and present to the other groups.
6. Students should see that often there are common reasons for coming to the United States. However, there is variation dependent on social/political issues present during particular time periods in particular parts of the world.

Connections:

Equipment/Manipulative- computers, novels, web sites

Student Resources

Give each student an opportunity to select and read one of the titles on the following annotated list or on a similar list prepared by you or your school’s librarian or media specialist. If you do not have multiple copies of a title, consider letting a circle of students take turns reading one book to one another.

fiction

Ellis Island: Land of Dreams
Ellis Island: Land of Hope
Ellis Island: Land of Promise
by Joan Lowery Nixon
Young adult literature: three novels about immigrant girls from an earlier generation

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Background Information for Teachers and Students

*From* [http://www.shelbycountyhistory.org/schs/immigration/whypeopleimmigra.htm](http://www.shelbycountyhistory.org/schs/immigration/whypeopleimmigra.htm):

Reasons for Coming to U.S.

*Many immigrants traveled from East Coast states to Ohio*

Many aliens entering the United States began their journey as emigrants escaping poverty, economic disasters, and restrictions on personal freedom in their homelands; seeking a better, freer life in America, the land of opportunity.

Others began their trek to America as refugees fleeing other nations where wars, political oppression, persecution, famine and epidemics, drove them to seek a better life elsewhere. And so they came, seeking security, prosperity, adventure, secure jobs, and arable land. Immigrants also wanted to be reunited with loved ones, family members who came to America before them.

Prior to the Revolutionary War, most of the U.S.’ immigrants, the colonists, came from England. Many also came from Germany, France, Ireland, Wales, Scotland, Italy, The Netherlands, Poland, and Sweden. Some sought adventure, while others fled religious persecution. Before England started using Australia as a penal colony, many of Britain’s convicts were sent to America. From 1700 to the beginning of the Revolutionary War, approximately 450,000 immigrants arrived in the American colonies.

The ‘mother country’ exerted some control over who entered America by trying to keep out those who might become unwanted social burdens (dependent strangers). Colonies were encouraged to give free land to each arrival if they met certain conditions, such as a paid passage. This gave each immigrant the means to make a new start if they were willing to work hard and reduced the chance that they would become ‘public charges’. After America’s independence, however, any such restraints on immigration disappeared and the federal government simply regulated the conditions for naturalization.
Fourth Grade Exploring the Regions and People of the United States

From WikiAnswers:

Q: Why do people immigrate to the USA?

A: We have more freedoms than other countries.

Some people immigrate to the US or Canada mostly because of financial, sentimental, economic, religious and political reasons. Other immigrant to flee from their war. They hope to find a better future and to escape crammed spaces. Some want to experience new things and find new opportunities that weren't open before. There is also a push/pull factor (ex. your country has few jobs whereas your neighbor country have many jobs available-push and pull). They also come here because they are in poverty and are in need.

From [http://island-memories.tripod.com/id1.html](http://island-memories.tripod.com/id1.html):

**Reasons for immigrating in....**

1607-1830

- Political Freedom
- Religious Tolerance
- Economic Opportunity - People want a better life - better job - more money
- Political Refugees fear for their lives
- Some want free atmosphere
- Forced Immigration (Slavery)
- Family Reunification
  - There are two types of motivation for immigration
    - Push(need to leave in order to survive)
    - Pull (attracted to new way of life)

1830-1890

The reason for immigration in the period from 1830-1890 is quite clear. Land remained plentiful, and fairly cheap. Jobs were abundant, and labor was scarce and relatively dear. A decline in the birthrate as well as an increase in industry and

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urbanization reinforced this situation.

1890-1924
- Jews came for religious freedom
- Italians and Asians came for work
- Russians came to escape persecution
- America had jobs
- America had religious freedom
- America was hyped up in many countries as "Land of Opportunity"

1968-Present
The main reason why everybody wants to go to US is because if they would go somewhere like France or Japan although they would get higher wages, there is a much greater chance of getting harassed, arrested or deported in those countries as opposed to US.

From http://www.experiencefestival.com/a/Immigration_-Why_do_people_immigrate/id/1497457:

Immigration: Encyclopedia II - Immigration - Why do people immigrate?

Immigration - Why do people immigrate?

People immigrate for the following reasons:

- economic
- professional,
- political,
- persecution and oppression, including genocide and ethnic cleansing
- retirement (e.g., better weather; lower living costs).
- sentimental (e.g., the desire to settle in a country due to personal preference; family reunification).
- personal (e.g., opinion-based; love of another country))

The great majority of immigration occurs for economic reasons of one sort or another. Wage rates and living expenses vary greatly between different countries; poor individuals of third world countries can have far higher standards of living in developed countries than in their originating countries, as not very well off but financially independent people from highly developed countries can live better in a less developed country where living
standards are lower. A good example of the former is all the immigrants from Mexico and Central American counties who live in the United States, while a good example of the latter is the many retired British ex-pats who choose to make their life in Spain. For the poor in undeveloped countries the economic pressure to migrate is so high that when legal means are restricted, people immigrate illegally. In general, people are considered as an immigrant if they keep staying in the new country for more than one year.