

Subject: Geography and Environmental Literacy Grade Level: 4 Unit Title: Geography and Environmental Literacy	Timeframe Needed for Completion: 2nd Nine Weeks Grading Period:3
Big Idea/Theme: Understandings: <ul style="list-style-type: none"> • States experience political, social and economic change as they develop. • Human activity often depletes natural resources • Change is often the result of human response to the physical environment. • Natural Resources are crucial for economic and social life. • Technology has an impact on the growth and development of a state. • Technological innovation and change transform the economy , societies, and military systems. 	
Curriculum Goals/Objectives: <ul style="list-style-type: none"> • 4.G. 1.1 Summarize the changes that have occurred in NC since statehood.(population, transportation, Communication, landscape) • 4.G.1.2 Explain the impact that human activity has on the availability of natural resources in NC. • 4 G. 1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. • 4. G. 1.4 Explain the impact of technology (transportation, inventions, etc.) on NC’s citizens, past and present. 	Essential Questions: <ul style="list-style-type: none"> • What makes places unique and different? • How does where I live influence how I live? • What are natural resources? • How do natural resources, geography and climate affect the way people live and work? • What impact has human activity had on the availability of natural resources? • How are our lives affected by technology? • How does technological change influence people’s lives in society?

<p>Essential Skills/Vocabulary:</p> <ul style="list-style-type: none"> • Urban • Rural • Technology • Natural resources • Population • Transportation • Landscape • Industry • Economy • Consumption • Depletes • Interaction • Physical environment • Impact • Locomotive • Global awareness 	<ul style="list-style-type: none"> • Tourism • Forestry • Communication • Morse code • Orville and Wilbur Wright • Manufacturing • Planks • Canals • Samuel F. B. Morse • Entrepreneurs • Pollution • Recycle • Conservation • Automobile • 	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • <u>Harcourt – Social Studies</u> Transportation and Communication p.99 Natural Resources • Devise a map of NC with natural resources and where they are located. • Make a table and list the forms of transportation and communication available to North Carolinians by the early 1900s. • Have students compose three telegraph messages that include references to transportation and communication in North Carolina during the 1800s and early 1900s. Challenge students to translate one message into Morse code. • Have students write a poem about the Wright Brothers. • Create a Venn Diagram comparing transportation of the 1800s and early 1900s to 2011. • Have students work in cooperative groups to plan ways to conserve natural resources.
<p>Integration Opportunities:</p> <ul style="list-style-type: none"> • Choose a state park in NC and create a diorama of the state park. • Have students make a diagram of the respiratory system that explains the basic components of functions of the human respiratory system. • Make a poster that encourages people to conserve NC's natural resources. Use the poster to explain to other students the relationship between unlimited wants and limited resources. • http:// 50states.mrdonn.org/northcarolina.html.es.index.php • www.classbrain.com- Natural Resources • http://www.bytrain.org 		