

Grade 4 Resources

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Benchmark	Resources <i>with annotation</i>	Lesson Plans
<p>4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.</p> <p><i>For example:</i> Ways people take action—write a letter, make phone calls, create an advertisement or web page, attend a meeting.</p>	<p><i>D is for Democracy: A Citizen’s Alphabet</i> by Elissa Grodin</p> <p><i>Seedfolks</i> by Paul Fleischman</p>	<p>The Learning Network (through the New York Times) http://learning.blogs.nytimes.com/category/civics/ *This link will take you to several civics lessons.</p> <p>“Citizenship City” lesson from PBS http://pbskids.org/democracy/parents-and-teachers/vote/citizenship-city/ *This lesson helps students visualize their town's government as a very important part of their everyday existence, a part that they can influence. Students will define the term "citizenship" and be encouraged to become a productive citizen by participating in community service. Students will identify characteristics of a good citizen and learn how community service can benefit their town.</p> <p>“A Dangerous Street and Civic Action” lesson in which a young boy solves a problem in his community http://www.lessonsonlocalgovernment.org/resource/s/1.4.1+ELM+James+get+involved++includes+ELL+ad+options+2011.pdf *The lesson uses a story by Daphne Liu about a young</p>

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		boy who sees a friend get hurt playing in the street and his attempt to get local government to make some changes. This lesson contains ELL adaptations; teachers can choose which are appropriate for their classroom. (3 day lesson)
4.1.4.6.1 Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>For example:</i> Services provided by tribal governments—schools, hunting and fishing regulations.	<p>“Tribal Governments” from iCivics https://www.icivics.org/home/separation-powers/tribal-governments *Good information, but not kid friendly.</p> <p>Minnesota Indian Tribes https://mn.gov/portal/government/tribal/mn-indian-tribes/</p>	<p>A Leadership Chart http://www.lessonsofourland.org/lessons/leadership-chart *Students research the structure of tribal governance and construct a leadership chart.</p> <p>“Tribal Resources” from Lessons of Our Land http://www.lessonsofourland.org/lessons/tribal-resources *Students perform research on tribal resource departments and write letters of inquiry to the tribes.</p>
4.1.4.6.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are	<p>“Seven Roles for One President” from Scholastic www.scholastic.com/teachers/article/seven-roles-one-president</p> <p>“Executive Branch: What Does a Mayor Do?” from Annenberg Classroom</p>	

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<p>selected. <i>For example:</i> Mayor, city council member, state senator, governor</p>	<p>http://www.annenbergclassroom.org/page/executive-branch-mayors “The Role of the Governor” from Annenberg Classroom http://www.annenbergclassroom.org/page/the-role-of-the-governor</p>	
<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice. <i>For example:</i> Processes—a decision tree or PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). A choice— evaluating the benefits and costs of buying a new game.</p>	<p>Virtual Economics http://www.econedlink.org/virtual-economics/ *A variety of videos on economic topics. The link below is from this site, and there are many other videos available.</p> <p>Decision Making/Cost-Benefit Analysis *3 minute video - good intro to decision making http://www.econedlink.org/interactives/index.php?iid=184</p>	<p>Leaders as Decision Makers http://www.lessonsofourland.org/lessons/leaders-decision-makers *Describe different types of land use. Identify which land uses fit the community and which do not. Discuss the right balance between various land uses. Learn how to communicate and discuss problems while still showing respect for other people.</p> <p>Dynamic Decisions Making http://www.econedlink.org/lessons/index.php?lid=489&type=educator *Students will be introduced to the PACED Model and learn to use the parts of the model-- Problem, Alternatives, Criteria, and Evaluation- - in solving problems and making decisions. They will practice using the model in decisions about meals and career possibilities.</p>

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		<p>You Decide!</p> <p>http://www.econedlink.org/lessons/index.php?lid=396&type=educator</p> <p>*Think about a difficult decision you have had to make. After you decided did it work out? Why or why not? Why do you think decisions and choices are hard to make? There is a tool you can use to improve your decision making that will help you reach a better outcome.</p>
<p>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</p> <p><i>For example:</i> Productivity equals the amount of output divided by the amount of input (resource). Things that can increase productivity— division of labor, specialization, improvements in technology (the way things are made). The productivity of a corn farmer (resource) has been improved by the use of specialized equipment, development of new varieties of seeds and fertilizers and</p>	<p>Productivity: 2 minute video introduction to the concept of productivity.</p> <p>http://www.econedlink.org/interactives/index.php?iid=192</p> <p><i>Sky boys: How they built the Empire State Building</i> by Hopkinson, D. & Ransome, J. E. (2006)</p> <p>*Good read aloud, highlights productivity.</p>	<p>Ten Mile Day: Federal Reserve Education</p> <p>http://www.stlouisfed.org/education_resources/assets/lesson_plans/TenMileDay.pdf</p> <p>*In this multidisciplinary lesson, using the book Ten Mile Day by Mary Ann Fraser, students work in small groups (“work crews”) while participating in a production activity. Students learn about competition, division of labor, and incentives. They also demonstrate how division of labor and incentives help lead to greater productivity.</p> <p>Widgit Production: Producing more, using less. (Econed Link)</p>

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improved farming techniques.		<p>http://www.econedlink.org/lessons/index.php?lid=539&type=educator</p> <p>*Students will list different strategies for increasing productivity, explain how increases in productivity have improved the production process, explain the impact of increasing productivity on consumers and producers, and identify a situation where an increase in productivity could alleviate a problem.</p> <p>Hawaiian Economics: Barter for Fish & Poi. (Econed Link)</p> <p>http://www.econedlink.org/lessons/index.php?lid=478&type=educator</p> <p>*Students will explain the relationship between specialization of labor and increased productivity.</p> <p>The Mystery of the Amazing Farmer (Econedlink)</p> <p>http://www.econedlink.org/lessons/index.php?lid=206&type=educator</p> <p>*The goal will be to use seven clues provided throughout the lesson in order to figure out how so few farmers can produce enough food and fiber for the nation.</p>

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<p>4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p><i>For example:</i> Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices—\$40 for a video game, \$15 for one hour of a worker’s labor.</p>	<p>Video: Markets and Prices http://www.econedlink.org/interactives/index.php?iid=216</p> <p>*This video teaches the concept of Markets and Prices. A market refers to a group of buyers and sellers for a given good or service. The price is the amount of money needed to buy a particular good or service. About 5 min.</p>	<p>The Lemonade Stand (EconEdLink) http://www.econedlink.org/lessons/index.php?lid=369&type=afterschool</p> <p>*Students interpret supply and demand schedules and observe that consumers will buy more at lower prices and less at higher prices. They will also predict what will happen to supply when there is a change in the cost of production.</p> <p>What is Competition? (EconEdLink) http://www.econedlink.org/lessons/index.php?lid=509&type=educator</p> <p>*Students will explain that a market exists when buyers and sellers interact and that competition exists in the marketplace if there are multiple sellers of same item or similar items.</p> <p>Potatoes: A tale from the Great Depression http://www.stlouisfed.org/education_resources/assets/lesson_plans/Potato.pdf</p> <p>*After reading and discussing a story about a family during the Great Depression, students differentiate</p>

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		between goods, services, barter, and money. Students are led through several rounds of a barter activity that incorporates math skills. Through this activity, students learn about the difficulties of using barter to satisfy wants.
<p>4.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>For example: “TODALS” map basics- title, orientation, date, author, legend/key, and scale. Spatial information-cities, roads, boundaries, bodies of water, regions.</i></p>	<ul style="list-style-type: none"> - ArcGIS online - maps of USA, Canada, Mexico - Google Earth -Newsela website <p>“Thematic Maps” from U.S. Census Bureau http://www.census.gov/geo/maps-data/maps/thematic.html</p> <p>*Thematic maps are data maps of a specific subject or for a specific purpose. Statistical thematic maps include a variety of different map types such as choropleth or shaded maps, dot maps, proportional symbol maps, and isarithmic maps. Special purpose maps generally concentrate on a single theme, such as the Centers of the Population Centers of the U.S. between 1790 and 2000. This site gives you access to many different thematic maps.</p>	<p>Lesson Plans from MAGE Database http://lt.umn.edu/mage/wp-content/uploads/2014/08/Cain-Learning-TODALS.pdf</p> <p>http://lt.umn.edu/mage/wp-content/uploads/2014/08/Cain-Exploring-Map-TODALS.pdf</p> <p>National Geographic (GIS) http://education.nationalgeographic.com/education/multimedia/interactive/maps-tools-gis-action/?ar_a=1</p> <p>*Interactive map that looks at different layers maps can have and how that information can help us when problem solving for certain animals.</p> <p>National atlas: Map maker http://www.nationalatlas.gov/mapmaker</p>

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	<p>“The Growth & Distribution of American Cities: 1790-2000” from U.S. Census Bureau http://www.census.gov/dmd/www/maps_1790to2000.html</p> <p>*When compared, the maps provide a fascinating visual representation of growth of American cities through time and changes in their distribution across the country. This site has census maps from 1790 to 2000.</p>	<p>*In the National Atlas Map Maker, you can assemble, view, and print your own maps. You can choose from hundreds of layers of geographic information to make maps. Each map layer can be displayed individually or mixed with others as you tailor a map to your needs. For example, you can make a map showing America's streams and lakes. And you can add new map layers showing additional geographic information, such as state boundaries, county boundaries, roads, railroads, and towns and cities.</p> <p>TODAL: Powerpoint presentation that explains TODAL, as an acronym for learning map basics. http://www.powershow.com/view/209833-MTM3Z/TODAL_powerpoint_ppt_presentation</p> <p>“Read the USA: Passport to Regions” lesson from the Arizona Geography Alliance. *Students create a passport by reading and sharing trade books; they receive stamps for each geography theme (location, place, human- environment interaction, movement, region) http://geoalliance.asu.edu/readUSA</p>

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4.3.1.1.2 Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.	<p>1. Maps of North America with lat/long grid (paper and online)</p> <p>2. Atlas of North America (print and online)</p> <p>3. Globe with grid system</p> <p>“Canada and the United States: Bizarre Borders Part 2” (<5.26 minutes) at http://www.youtube.com/watch?v=qMkYIIA7mgw is an interesting video that includes a brief explanation of the formation of the Northwest Angle separating Minnesota and Ontario.</p> <p>“Latitude and Longitude” is an online game identifying latitude and longitude from Brain Pop (subscription) http://www.brainpop.com/socialstudies/geography/latitudeandlongitude/preview.weml</p>	<p>“Your School: Using a Geographic Perspective” lessons from National Geographic helps students understand the concepts of location and place http://education.nationalgeographic.com/education/lesson/your-school-using-geographic-perspective/?ar_a=1</p> <p>Internet4Classrooms: Lots of links for teaching latitude and longitude. http://www.internet4classrooms.com/grade_level_help/geography_latitude_longitude_fourth_4th_grade_social_studies.htm</p> <p>http://www.edutopia.org/naturemapping-lesson-maps-directions-coordinates</p>
4.3.1.2.1 Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.	<p>- atlas (updated hard copy or online)</p> <p>-Questions to ask: How has human activity had an impact on the environment? Which region has the largest population? Where are the manufacturing centers of the country? Which languages are spoken in different places? Other questions about:</p>	

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	environmental concern, transportation issues, flood control, etc. (From Geography Concepts and Content packet)	
4.3.1.2.2 Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.	<p>Google Earth https://www.google.com/earth/</p> <p>NASA Mission Geography http://missiongeography.org/revcrit.htm#k4</p> <p>Newsela Nonfiction Literacy and Current Events https://newsela.com/ “Satellite Views of Places in US States” from Satellite Views.net http://www.satelliteviews.net/usa.htm</p> <p>http://arcgis101.esri.ca/storymaps/iss_shortlist/</p> <p>“Flying Over America” is a video showing east to west coast aerial view of U.S. physical and human landmarks http://www.youtube.com/watch_popup?v=KcuDdPo0WZk</p> <p>Hill Maps allows you to compare a marked topographic</p>	<p>“Paddle to the Sea” by Holling Clancy Holling tells the story of a journey through the Great Lakes Google Lit Trips uses maps to illustrate the story http://www.googlelittrips.com/GoogleLit/K-5/K-5.html</p>

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	<p>map with a satellite map side-by-side http://www.hillmap.com/</p> <p>“Show My Street” has aerial photos of your street http://showmystreet.com/</p>	
<p>4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p>	<p>Regions Books Internet maps and atlas</p> <p>“Canadian Children’s Literature PowerPoint” from University of Maine Teaching Canada lists literature by region and genre with brief synopses http://umaine.edu/teachingcanada/instructional-resources-2/canadian-childrens-literature-powerpoint/</p> <p>Mexico: http://maps.esri.com/legends/Mex_geography6/index.html</p>	<p>Wallace, Mary (1999) <u>The Inuksuk Book</u> Toronto: Owl Books *Explains the North, its people, and the tradition of various Inuksuks and their significance to Inuit culture. Directions to build an Inuksuk are included</p> <p>Carrier, R. & Cohen, S. (1979). <u>The Hockey Sweater</u> Toronto: Tundra Books *The classic story of the Quebec boy who is given a Toronto Maple Leaf hockey sweater focuses on hockey as a unifying force of national identity and Canada’s cultural differences. The video is available through the National Film Board of Canada http://www.nfb.ca/film/sweater or on- line http://www.youtube.com/watch?v=hxRBi-pRma4</p> <p>“The Hockey Sweater” lesson is found at Miss</p>

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		<p>Hagen’s Classroom; 7th grade ELA Short Stories at https://sites.google.com/site/misshagensclassroom/ Mercredi, Morningstar (1997) <u>Fort Chipewyan Homecoming</u> Minneapolis: Lerner Publications *A twelve-year-old boy explores Chipewyan, Métis, & Cree traditions</p> <p>“Canada Unit Using 21st Century Skills” (4th grade unit) from K-12 Canadian Studies Program http://www.k12studycanada.org</p> <p>“Comparing Neighbors—Ontario and Manitoba vs. Minnesota” from K-12 Canadian Studies Program http://www.k12studycanada.org</p> <p>“Where Canadians Live” lesson from K-12 Study Canada in which students identify Canada’s population centers using maps http://www.k12studycanada.org/resources_northern_neighbor.html</p> <p>“Canadian Symbols Lesson Plan” from K-12 Canadian Studies Program http://www.k12studycanada.org</p>

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		<p>“Over and Through: Physical Geography Terms” lesson from the Arizona Geography Alliance. *Students learn terms through categorizing, illustrating, and writing. http://geoalliance.asu.edu/overthrough</p> <p>“Geographic/Economic Connections of Three Countries, Two Borders” compares Canada, Mexico and the U.S. from K-12 Study Canada http://www.k12studycanada.org/scsi_lesson_plans.html</p>
4.3.2.4.1 Name and locate states and territories, major cities and state capitals in the United States.	<p><i>The Scrambled States of America</i> by Laurie Keller</p> <p>Regions books, internet maps and atlas</p> <p>Websites for satellite photos</p> <p>Google Earth</p> <p>Microsoft & Yahoo Flash Earth</p> <p>U.S. Geological Service</p> <p>Minnesota Department of Natural Resources</p> <p>“Flying Over America” (5:44) is a video showing U.S. physical and human landmarks from the east to west</p>	<p>“Picture Your State” lesson from the U.S. Census Bureau. Students complete a worksheet on state information and graph data and compare to other states http://www.census.gov/schools/facts/minnesota.html</p> <p>“Edible State Map” lesson from A to Z Teacher Stuff. Students make a map using foods so that it can be eaten http://www.atozteacherstuff.com/pages/295.shtml</p>

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	<p>coast https://www.youtube.com/watch?v=KcuDdPo0WZk</p> <p>“The Growth & Distribution of American Cities: 1790-2000” from U.S. Census Bureau http://www.census.gov/dmd/www/maps_1790to2000.html</p>	<p>“Boundaries “R” Us (Are U.S.): Looking at the Boundaries of States and Locations of State Capitals” lesson from the Arizona Geographic Alliance. Students learn the physical and human characteristics for locations of states and their capitals before practice locating them. http://geoalliance.asu.edu/boundaries</p> <p>“Counting the 50 States!” from the U.S. Mint. Students use the 50 state quarters in a game to identify the location of states on a map. http://www.usmint.gov/kids/teachers/lessonPlans/vi ewLP.cfm?id=32&print=yes</p> <p>“I Have, Who Has?” from the U.S. Mint. Students play a card game to identify the states and their capitals. http://www.usmint.gov/kids/teachers/lessonPlans/vi ewLP.cfm?id=355&print=yes</p>
4.3.2.4.2 Name and locate countries neighboring the United States and their major cities.	Regions books, internet maps and atlas Google Earth (Everyday Math Integration - World Tour Section)	

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<p>4.3.3.5.1 Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.</p>	<p>Construct maps using GIS and interactive maps from ArcGIS</p> <p>“Make a Map” at https://www.arcgis.com/features/</p> <p>“Ready to Use Maps” at https://www.arcgis.com/home/</p> <p>“Interactive Map” provides information on security, trade & investment, and energy from connect2canada.com http://connect2canada.com/resources/interactive-map</p> <p>Overlapmaps.com “Immigration Explorer” Interactive Map from New York Times (1880-2000) http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html</p> <p>“The Growth & Distribution of American Cities: 1790-2000” from U.S. Census Bureau http://www.census.gov/dmd/www/maps_1790to2000.html</p>	<p>“USA Population Circle” lesson simulates population growth of U.S. from 1790 to present from Population Education http://www.populationeducation.org/content/find-lesson</p> <p>“Connecting the Dots” lesson maps U.S. population from 1800 to 2050 from Population Education http://www.populationeducation.org/content/find-lesson</p> <p>“Canadians on the Move” is a lesson on migration within Canada to the largest cities from Canadian Council for Geographic Education http://www.cgeducation.ca/resources/learning_centre/matrix.asp</p> <p>“I M&M igration” is a lesson that has students use M&M candies to graph the distribution of immigrants from the 6 continents. The lesson is from the Canadian Council for Geographic Education, but can also be used for a U.S. immigration lesson http://www.cgeducation.ca/resources/learning_centre/matrix.asp?currentPage=2&range=1</p>

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4.3.3.6.1 Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.	<p><i>Years of Dust: The Story of the Dust Bowl</i> by Albert Marrin</p> <p>“American Immigration” is an interactive map that provides county-level data on migration patterns throughout the U.S. for 2005-2010; it also provides population and gdp/capita numbers for those years http://www.forbes.com/special-report/2011/migration.html</p> <p>“The Growth & Distribution of American Cities: 1790-2000” from U.S. Census Bureau http://www.census.gov/dmd/www/maps_1790to2000.html</p>	<p>“Lights On! Lights Off! Exploring Human Settlement Patterns” from Arizona Alliance for Geographic Education. Students learn the relationship between physical features and where people chose to live. http://geoalliance.asu.edu/LightsON</p>
4.3.4.9.1 Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.	<p>Food Environment Atlas (USDA) http://www.ers.usda.gov/data-products/food-environment-atlas/.aspx#.U7rHfIdWLE</p> <p><i>Baseball Bats for Christmas</i> by Michael Kusugak (1990) Toronto: Annick Press</p> <p>*Inuit children use a gift of Christmas trees to make baseball bats.</p>	<p><u><i>Winston of Churchill: One Bear’s Battle Against Global Warming</i></u> by Jean Davies Okimoto (2007) from Scholastic</p> <p>This picture book explains what causes global warming and the impact of global warming on polar bears</p> <p>“Mining for Chocolate” lesson simulates the impact of mining by digging a chocolate chip from a cookie</p>

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		<p>from Population Education http://www.populationeducation.org/</p> <p>“For the Common Good” and “Go Fish!” lessons simulate renewable resources using tokens from Population Education http://www.populationeducation.org/</p>
4.3.4.10.1 Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.	<p>Perry-Castaneda Library Map Collection has numerous maps on the U.S. and the world http://www.lib.utexas.edu/maps/</p>	<p>“A Regional Landscape” lesson from K-12 Study Canada has students identify and chart characteristics of regions of Canada http://www.k12studycanada.org/resources_northern_neighbor.html</p> <p>“Some Like it Cold” is a lesson about Canada’s three territories and how the location and climate affect people in the northern communities from Canadian Council for Geographic Education http://www.ccge.org</p> <p>“Where Did My Lunch Come From? A U.S. Regional Tour” lesson from the Arizona Geographic Alliance. Students identify agricultural products and food processing industries in each of the U.S. regions and</p>

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		<p>then create a lunch menu that illustrates the interdependence between the regions http://geoalliance.asu.edu/lunch</p> <p>“Regions of Canada” is a lesson that has students work in groups to research and present information on Canada’s regions from Canadian Geographic http://www.canadiangeographic.ca/atlas/lessonplan.aspx?ID=LESSON40</p> <p>“Oh, the Regions!” lesson from the U.S. Mint. Students will locate and describe regions of the U.S. based on physical features. http://www.usmint.gov/kids/teachers/lessonPlans/vi ewLP.cfm?id=306&print=yes</p>
4.3.4.10.2 Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.	<p>“Food for Thought” has extensive lessons and maps on Minnesota agriculture http://www.mda.state.mn.us/kids/food4thought.aspx</p> <p>“Awesome Agriculture” are upper elementary booklets on corn, soybeans, pigs and beef cattle. One set of booklets addresses production, processing,</p>	<p>“Crowding can be Seedy” lesson simulates planting to demonstrate the impact of density, soil, and water from Population Education http://www.populationeducation.org/</p> <p>“Food for Thought” has extensive lessons and maps on Minnesota agriculture</p>

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	<p>distribution, marketing, and consumerism while the others are A-Z booklets. Pictures, diagrams, maps, fun facts, and activities are included in each booklet.</p> <p>http://agbooksforkids.com/awesome_agriculture_books.html</p>	<p>http://www.mda.state.mn.us/kids/food4thought.aspx</p>
<p>4.4.1.2.1 Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.</p>	<p>“Interactives: United History Map” from Annenberg Learners provides information on each US. region</p> <p>http://www.learner.org/interactives/historymap/fifty.html</p> <p>“Where We Live” from Statistics Canada is a video that summarizes population and historical settlement</p> <p>http://www12.statcan.gc.ca/census-recensement/2006/as-sa/97-550/vignettes/Canada-eng.cfm</p> <p>“Read Across America” is a list of books from each U.S. state. The starred books are Newbery Award winners or honor books from ABCTeach</p> <p>http://www.abcteach.com/free/b/booklist_readacross_america.pdf</p>	<p>“Defining Regions of the U.S.” lesson to determine U.S. regions from National Geographic Society</p> <p>http://education.nationalgeographic.com/archive/xp/editions/lessons/04/g912/usregions.html?ar_a=1</p> <p>“Regions of the United States: A Geographical Perspective” lesson to investigate a U.S. region and two of its features from National Geographic Society</p> <p>http://education.nationalgeographic.com/archive/xp/editions/lessons/05/g68/gpafrika3.html?ar_a=1</p> <p>“Regional Foods” lesson in which students correlate foods with U.S. regions from National Geographic Society</p> <p>http://education.nationalgeographic.com/archive/xp/editions/lessons/04/g35/foods.html?ar_a=1</p> <p>“Mission Geography: USA” lesson in which students</p>

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		<p>create a travel brochure of U.S. regions from National Geographic Society http://education.nationalgeographic.com/archive/xp/editions/lessons/05/g35/geospy.html?ar_a=1</p> <p>“A Race Through the States” from the U.S. Mint is a lesson in which students examine the 50 state quarters to write questions that they use on a racetrack game board http://www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?id=345&print=yes</p> <p>“ABCs of Statehood” is a lesson from the U.S. Mint. Students create a timeline when states were admitted and then graph the numbers by decade and correlate with historical events http://www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?id=352&print=yes</p>
4.4.2.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.	<p>“Immigration Explorer” is an interactive map of the U.S. showing total population and foreign-born population by county from The New York Times http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-</p>	<p>“Dia’s Story Cloth: The Hmong People’s Journey of Freedom” by Dia Cha is the true story of Dia’s journey from war-torn Laos, to a refugee camp in Thailand, to the U.S. Lesson plan also includes related activities and books</p>

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	<p>explorer.html?action=click&module=Search&region=searchResults%230&version=&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsitesearch%2F%23%2Fimmigration%2Binteractive%2F&r=1&</p> <p>“Mapping the Immigrant Journey to Minnesota” is an interactive map that identifies origin countries of Minnesota’s recent immigrants from MINNPOST, 02/05/10</p> <p>http://www.minnpost.com/data/2010/02/mapping-immigrant-journey-minnesota.</p> <p>Minnesota Storytime Reading Guides contains over 60 reading guides for stories that address multiple benchmarks from the Minnesota Humanities Center http://minnesotahumanities.org/mnstorytime</p>	<p>and suggestions for ELL students from the Minnesota Humanities Center</p> <p>http://minnesotahumanities.org/resources/MNDiasStoryCloth.pdf</p> <p>“Dia’s Story Cloth” lesson also includes background information, before, during and after reading activities, suggestions for ELL students, and interdisciplinary activities from Lee & Low Books</p> <p>http://www.leeandlow.com/p/dia_tg.mhtml</p> <p>“The Whispering Cloth: A Refugee’s Story” by Pegi Deitz Shea is the story of a Hmong girl living in a refugee camp in Thailand</p> <p>“Pushed & Pulled: Examining Factors that Lead to Migration” lesson from Arizona Geographic Alliance. Students learn the push and pull factors of migration.</p> <p>http://geoalliance.asu.edu/node/112</p>

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