

Social Studies Alive! Regions of Our Country (OR Edition)



Social Studies Alive! Regions of Our Country (OR Edition) is a program for 4th-grade classrooms in Oregon that explores the state and the wider United States through inquiry and active learning. It includes the companion journal *Studying Oregon*.

Start with *Studying Oregon* to cover most Oregon-specific standards. Then, use the *Regions of Our Country Student Journal* and Classroom Activities to help students build skills and connect what they've learned about Oregon to the rest of the country.

Unit 1 Discovering the Social Sciences

Lesson	Studying Oregon	Connections to <i>Regions of Our Country</i>
<p>1. The Four Core Social Sciences</p> <p>4.G.GE.8. 4.H.CH.1. EDPI</p>	<p>The Indigenous People of Oregon</p> <p>Identify the nine tribes in Oregon and how their lives are affected by geography. Then, discover how Indigenous groups interacted with other groups of people who came to Oregon later.</p>	<p><i>Lesson 1, Classroom Activity:</i> Use the Preview Activity slides to help students practice asking questions. Use the Hands-On Activity: Discovering the Social Sciences slides to introduce students to the social studies disciplines of economics, geography, civics, and history. You can refer to these throughout the year.</p> <p><i>Lesson 1, Reading:</i> Section 5 shows examples of inquiry questions students might ask.</p> <p><i>Lesson 1, Explore:</i> Use “Library and Information Literacy Skills” to teach best practices related to research.</p>
<p>2. Exploring Regions of the United States</p> <p>4.G.GR.1.</p>	<p>Mapping the Northwest</p> <p>Create a map of the Northwest. Label the states, major bodies of water, mountains, and other big landforms. Be sure to include a scale bar, a compass, and a key to help people read your map.</p>	<p><i>Lesson 2, Classroom Activity:</i> Use the Hands-On Activity to build basic geography skills, such as using a scale and finding latitude and longitude. Use the Extension Activity to explore and read different types of maps for each region.</p> <p><i>Lesson 2, Reading:</i> Sections 1-6 teach about parts of a map and how to read them. In Sections 7-12, students practice reading maps of the US, Northeast, Southeast, Midwest, Southwest, and West.</p> <p><i>Lesson 2, Explore:</i> Use “The United States Territories” to expand understanding beyond the continental United States. Use “Making Maps” to learn how to make maps from a cartographer.</p>

<p>3. The Peopling of the United States</p> <p>4.H.CC.3. 4.H.CP.6. EDP VIII</p>	<p>Indigenous Resistance in Oregon</p> <p>Read about examples of Indigenous resistance and resilience in Oregon. Then, research one example of Indigenous resistance or resilience on your own. Create a news report and present it to your classmates.</p>	<p><i>Lesson 3, Classroom Activity:</i> Use the Hands-on Activity: In Their Own Words to listen to have students listen to first-hand accounts from Indigenous, Latino, European, African, and Asian Americans to empathize with their identities and struggles in America.</p> <p><i>Lesson 3, Reading:</i> Section 1 discusses the arrival of the first Americans to the continent thousands of years ago, putting the length of Indigenous occupation into focus and building empathy in students. Section 4 continues to help with understanding and empathy as it explains that Africans were brought to America to be enslaved and their struggle over 100s of years.</p> <p><i>Lesson 3, Explore:</i> Use “Native Americans, Then and Now” to help students understand the broken treaties, forced relocation, and assimilation of the past, and how Indigenous people are reclaiming their heritage and asserting their rights to their governments today.</p>
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Unit 2 The Northeast

Lesson	Studying Oregon	Connections to <i>Regions of Our Country</i>
<p>4. A Tour of the Northeast</p> <p>4.G.MM.5. EDP VII</p>	<p>Indigenous and Immigrant Contributions</p> <p>Identify examples of Indigenous and immigrant contributions to Oregon. Research your own community, what names, businesses, cultural events, and traditions were started by immigrants or Indigenous members of the community? Discuss how this makes Oregon a special place to bring together different perspectives</p>	<p><i>Lesson 4, Reading:</i> Use Section 3 to teach about the first immigration arrivals in Plymouth. Section 4 helps students to understand the melting pot of culture in New York City.</p> <p><i>Lesson 4, Explore:</i> Use “Native Americans in the Northeast” to examine the Indigenous groups in that location and have students compare them to the groups in the Northwest.</p>
<p>5. Population Density and Life in the Northeast</p> <p>4.E.ES.1. 4.E.IC.8.</p>	<p>Power, Privilege, and Where People Live</p> <p>Simulate the population density of the Northeast and compare it with that of other regions of the United States. Evaluate the effect of population density on the lives of urban- and rural-dwelling northeasterners. Describe the relationship between inventions and changes in city life.</p>	<p><i>Lesson 5, Reading:</i> Use Section 4 to teach about how population density affects the jobs available in an area.</p> <p><i>Unit 2, Social Studies Stories:</i> Use “Lowell, Massachusetts: Factory Life” to help students understand conditions for life as a factory worker.</p> <p><i>Econ Library:</i> Use Economic Decisions: Costs and Benefits to help students understand what goes into making different buying choices.</p>

Unit 3 The Southeast

Lesson	Studying Oregon	Connections to <i>Regions of Our Country</i>
<p>6. A Tour of the Southeast</p> <p>4.H.CP.7. 4.C.IR.3. EDP V</p>	<p>The Impact of Discrimination</p> <p>Learn about the discrimination faced by Indigenous, Chinese, and Black Americans in Oregon, both in the past and as it continues to affect people today. Evaluate how a person’s identity and heritage can affect their opinions and reactions.</p>	<p><i>Lesson 6, Classroom Activity:</i> Use stops 5, 8, and 9 to continue the understanding of discrimination in America.</p> <p><i>Lesson 6, Reading:</i> Sections 5, 8, and 9 discuss the discrimination faced by enslaved Africans and African Americans.</p> <p><i>Lesson 6, Explore:</i> “Juneteenth” and “Native Americans in the Southeast” can be used to explain the perspectives and discrimination felt by different groups.</p>
<p>7. The Effects of Geography on Life in the Southeast</p> <p>4.G.MM.4.</p>	<p>Geography and Settlement in the Pacific Northwest</p> <p>Read about reasons for settlement near certain physical features, such as rivers, that supplied natural resources from the first Indigenous groups, the Lewis & Clark expedition, the gold rush, to today. Research and discuss why Oregon’s population is not evenly spread out across the state, and how climate, physical features, and natural resources play a part in the growth of towns and cities.</p>	<p><i>Lesson 7, Classroom Activity:</i> Use the title and caption matching activity to show real examples of physical features and natural resources in the Southeast.</p> <p><i>Lesson 7, Reading:</i> The entire lesson focuses on how location, physical features, and availability of natural resources affect life in the Southeast. Use the reading to find similarities and differences with settlement in the Northwest.</p>

Unit 4 The Midwest

Lesson	Studying Oregon	Connections to <i>Regions of Our Country</i>
<p>8. A Tour of the Midwest</p> <p>4.H.CE.4. 4.G.HI.6. EDP VI</p>	<p>Changes in Oregon and Their Impact on People</p> <p>Examine how technological changes have affected the manufacturing and agricultural industries. Discuss how laws on segregation, suffrage, and discrimination affected women, as well as Black and Hispanic people in Oregon. Complete a cause and effect chart and write an essay about one of these problems and possible solutions to help underrepresented groups.</p>	<p><i>Lesson 8, Classroom Activity:</i> Use stops 1, 2, 5, and 7 to teach how physical geography affects land use.</p> <p><i>Lesson 8, Reading:</i> Use the examples in the Midwest to teach why certain locations are better for different industries, travel, and shipping. Use Section 4 to discuss how settlement forced Indigenous people off their lands.</p> <p><i>Lesson 8, Explore:</i> Use the “Flint Water Crisis” article to discuss how a government decision to save money caused the most vulnerable in the community to become sick and poisoned by the most important natural resource of all, water.</p>

<p>9. Agricultural Changes in the Midwest</p> <p>4.G.GE.7.</p>	<p>Agriculture in Oregon</p> <p>Read about how technology, such as railroads and harvesters, combined with a mild climate and rich soil make Oregon an ideal location for growing crops like wheat and Christmas trees.</p>	<p><i>Unit 4, Social Studies Stories:</i> Use “Corn: Key Crop of the Midwest” and the accompanying activity to discuss how corn might be used for environmental stability in space travel and life.</p> <p><i>Lesson 9, Reading:</i> Use Sections 7-9 to discuss how technologies have improved farming, while also causing some environmental problems too.</p>
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Unit 5 The Southwest

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<p>10. A Tour of the Southwest</p> <p>4.H.CP.8. EDPIX</p>	<p>Oregon Conflicts</p> <p>Learn about Indigenous conflicts with White settlers, such as the Rogue River Wars and the destruction of Celilo Falls. Research a conflict in Oregon and think critically to evaluate your sources. Please make sure they are reliable, represent the chosen issue or perspective fairly, and get to the truth of an issue.</p>	<p><i>Lesson 10, Classroom Activity:</i> Use the diorama activity to investigate conflict between different groups in areas of the Southwest.</p> <p><i>Lesson 10, Explore:</i> Use Native Americans in the Southwest to gain a perspective on Indigenous life in another part of the country.</p> <p><i>Unit 5, Social Studies Stories:</i> Use “Freedom or Death” to learn about a conflict in the Southwest, the Battle of the Alamo. Use “At Home in the Grand Canyon” to discuss a problem caused by the environment and exacerbated by the U.S. government, where the Havasupai people live in fear of flooding.</p>
<p>11. A Case Study in Water Use: The Colorado River</p> <p>4.E.ES.2. 4.E.IC.9. 4.E.IC.6. 4.E.IC.7.</p>	<p>Needs, Wants, and Budgeting</p> <p>Pick a career you would like when you are older. Research the salary or wages. Create a budget by researching the costs of your needs and wants and subtracting that from your future salary. Remember to stay safe online while researching, never giving out your information to sites that are not trustworthy.</p>	<p><i>Lesson 11, Reading:</i> Use Sections 4 through 11 to discuss two of the most basic needs: water and electricity. Help students understand that providing them is much more complicated than they might think.</p> <p><i>Lesson 11, Study Your State:</i> Use Water in Your State to discuss the availability of this vital need and how any issues with it might be solved.</p> <p><i>Econ Library:</i> Use “Budgeting, Investing and Saving,” “Financial Literacy Toolkit: Avoiding Identity Theft,” “Financial Literacy Toolkit: Creating a Budget” to learn more about budgets, internet safety and money management.</p>

Unit 6 The West

Lesson	Studying Oregon	Connections to <i>Regions of Our Country</i>
<p>12. A Tour of the West</p> <p>4.G.GR.2.</p>	<p>Notable Places in North America</p> <p>Learn about notable physical and historical locations in North America. Locate them on a map and do some research to decide where you might like to visit.</p>	<p><i>Lesson 12, Classroom Activity:</i> Stops 4-9 on the scavenger hunt fall in California, Oregon, Washington, Hawaii, and Alaska and are all marked on a map for additional student practice.</p> <p><i>Lesson 12, Reading:</i> Teach about different locations in California, Alaska, Hawaii, Oregon, and Washington.</p> <p><i>Unit 6, Social Studies Stories:</i> “Exploring the Pacific Crest Trail” and “Portland, Oregon: Green and Clean,” both show notable locations in the West and feature maps.</p>
<p>13. Cities of the West</p> <p>4.H.CH.2. 4.H.CE.5. EDP III EDP IV</p>	<p>The Oregon Trail</p> <p>Read about the role of “Manifest Destiny” in the Oregon Trail and how it affected Oregon’s population and eventual statehood. Evaluate how this expansion affected the Indigenous people already living in Oregon and led to a period of prejudice and discrimination. Use multiple sources to research the Oregon Trail, while identifying perspectives, facts, and opinions.</p>	<p><i>Lesson 13, Reading:</i> Sections 3, 4, and 5 feature locations that saw a growth in population after the discovery of gold and manifest destiny. Use Section 8 to teach more about researching.</p> <p><i>Unit 6, Social Studies Stories:</i> Exploring the Pacific Crest Trail touches on the impact of the search for gold on California.</p>

Unit 7 Inquiry: Studying Your State

Lesson	Studying Oregon	Connections to <i>Regions of Our Country</i>
<p>14. The Geography of Your State</p> <p>4.G.GE.7.</p>	<p>Changing the Environment in Oregon</p> <p>Learn about the need for environmental sustainability in transportation, through encouraging public or clean options, and energy production, like dams. Discuss the benefits and costs of different options for power generation and how Oregon is working to improve their environmental footprint.</p>	<p><i>Lesson 14, Classroom Activity:</i> Have students create questions for the trivia game that are based on sustainability in Oregon.</p> <p><i>Lesson 14, Reading:</i> Use Sections 2 and 3 to examine how physical geography affected human settlement and eventually the need for evolving and sustainable technology. Use Section 5 to help students plan their inquiries into the geography of Oregon.</p> <p><i>Lesson 14, Explore:</i> “State Transportation Systems” can be used to help students research Oregon’s transportation. Have them focus on sustainability, or lack of sustainability, within the system.</p>

<p>15. The History of Your State</p> <p>4.G.GR.3. EDP II</p>	<p>Oregon History in Maps</p> <p>Examine different maps of Oregon to learn about the history of Indigenous populations, British and American settlers, and modern boundaries after Oregon became a state. Compare the maps and discuss how and why Oregon has changed over time.</p>	<p><i>Lesson 15, Classroom Activity:</i> Use the Extension Activity to have students find artifacts from Oregon and present a gallery exhibit. Encourage them to include historical maps as artifacts.</p> <p><i>Lesson 15, Reading:</i> Use this lesson to explain why we learn about the past, how the United States has changed over time, and what that means for your state.</p> <p><i>Lesson 15, Study Your State:</i> The Your State’s History article can be used to help students to do additional research, connecting the past to the present in Oregon.</p>
<p>16. The Economy of Your State</p> <p>4.E.MI.5. 4.E.ST.10. 4.E.ES.3. 4.E.MI.4.</p>	<p>The Economy of Oregon</p> <p>Investigate supply and demand of goods from Oregon and how that creates increasing economic interdependence. Discuss how some goods are provided by private businesses, while others come from the government and are supported through taxes. Answer questions and draw a picture showing how producers, consumers, products, and labor interact in the economy.</p>	<p><i>Lesson 16, Classroom Activity:</i> The preview can be used to identify government-provided goods and services, as well as products and labor in the economic market. The photos in the Activity can be used to better illustrate economic concepts for students.</p> <p><i>Lesson 16, Reading:</i> Sections 3 and 4 will help students understand how jobs help people earn money to be consumers and pay taxes for public goods.</p> <p><i>Lesson 16, Explore:</i> “Education for Everyone,” can be used to learn about a taxpayer-funded service. “Our Market Economy” can be used to further explain supply and demand and the free enterprise system. “Why We Pay Taxes” is useful for teaching all the goods and services that are provided due to taxes.</p>
<p>17. The Government of Your State</p> <p>4.C.PI.1. 4.C.PI.2. 4.C.DP.4. 4.C.CE.5. EDPX</p>	<p>Government in Oregon</p> <p>Learn about the Oregon state constitution, how it sets up the government, guarantees rights to citizens, and compares to the U.S. Constitution. Compare Oregon’s government to that of some of the nine federally recognized tribes in Oregon. Then discuss and draw a picture of how you can participate in civic life.</p>	<p><i>Lesson 17, Classroom Activity:</i> Lead students to create puzzles about Oregon’s state government and constitution with the Activity.</p> <p><i>Lesson 17, Reading:</i> Discuss the importance of civic participation with students using Sections 4 and 6.</p> <p><i>Lesson 17, Explore:</i> With “Indigenous Sovereignty,” teach about tribal sovereignty and the government-to-government relationship between the United States and Indigenous groups.</p>