

4th Grade New York State Geography Inquiry

Compelling Question	Does where you live matter?		
New York State Social Studies Framework Key Idea(s)	<p>4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.</p> <p>4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures.</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What are the physical features that make New York's geography diverse?	Where in New York State did early Native American groups settle and how did physical features impact their settlements?	How did the early Native Americans in New York interact with their physical environment to meet their needs?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Identify the physical features of New York State in a graphic organizer.	Using all available maps, complete a graphic organizer that categorizes the opportunities and constraints of physical features that affected Native American settlements.	Develop and support a series of claims about how the Iroquois and Algonquin modified and adapted to their physical environments.	
Featured Source(s)	Featured Source(s)	Featured Source(s)	
<p>Variety of New York State images: e.g., physical features, climate</p> <p>Variety of New York State maps: e.g., physical, topographic, climate, resources</p>	<p>Iroquois & Algonquian settlement map</p> <p>Topographic map of New York</p>	<p>Excerpts from NMAI <i>Haudenosaunee Guide</i></p> <p><i>Manhatta to Manhattan: Native Americans in Lower Manhattan</i></p>	
Summative Performance Task	Does where you live matter? Construct an argument supported with evidence that addresses the question of whether the locations of early Native Americans settlements in New York mattered. Extension: Based on physical features map of Georgia, predict the opportunities and constraints experienced by the early Cherokee groups on a T-chart.		
Taking Informed Action	<p>Understand: Brainstorm a list of opportunities and constraints in area neighborhoods and community.</p> <p>Assess: Discuss how individuals and communities can turn constraints into opportunities.</p> <p>Act: Arrange for a local official to visit the class to review the class conclusions and discuss possible community actions.</p>		