

SOCIAL STUDIES CURRICULUM – GRADE 4

ESSENTIAL QUESTIONS	CONTENT & CONCEPTS	SKILL	RESOURCES & TEXT ALIGNMENT	ASSESSMENT
<p>What were some reasons colonists came to America?</p> <p>What impact did the slave trade have on U.S. economy?</p> <p>What affect did the early settlers from Africa and Europe have on the history, culture and economy of NYS?</p> <p>What impact did the European explorers have on the development of NYS?</p> <p>What are the major contributions of the native Americans in helping the early settlers meet their basic needs?</p> <p>How did the economic, political and cultural life of the people of NYS change over time?</p>	<p><i>Culture</i> Native American Indians of NYS</p> <p><i>Needs and Wants</i></p> <p><i>Places and Regions</i></p> <p><i>Environment and Society</i> Three Worlds Meet In America (Europe,Africa,Americas)</p> <p><i>Change Culture</i> Colonial and Revolutionary Periods</p> <p><i>Physical Setting</i></p> <p><i>Economic systems</i></p> <p><i>Change</i></p> <p><i>Places and Regions</i> <i>Human Systems</i></p>	<ul style="list-style-type: none"> • Identify Native American Indians as the first inhabitants of our local region and State • Investigate the contributions of Native Americans in NYS-the Iroquois (Haudenosaunee –People of the Longhouse) and the Algonquian • Recognize how basic needs were met by Native Americans and early settlers in NYS • Describe how geographic and environmental factors influenced Native American life • Explain the contributions and accomplishments of Native American Indians who lived in our community and State • Locate Native American communities in NYS on a map <ul style="list-style-type: none"> • Identify famous explorers of NYS and their impact on the development of NYS (social, economic, political) • Locate routes of major explorers in NYS on a map • Explain the impact of the salve trade on the colonies • Examine immigration and migration into and through NYS <ul style="list-style-type: none"> • Discuss English, Dutch and French influences in NYS during the Colonial Period • Investigate lifestyles in the colonies including daily activities • Describe how colonists used or modified their physical environment • Explain how colonists were governed and causes for revolution • Examine for whom, what, and how goods and services were produced in the colonies • Compare colonial lifestyle to present • Explain the role of Native Americans in the war • Define loyalist and patriot • Describe the major events (battles) and leaders of the Revolutionary War • Describe the effects of the war on NYS 	<p>Social Studies Trade Books: http://downloads.ncss.org/notable/notable2007.pdf</p> <p>Buffalo Historical Society</p> <p>Amherst Village Museum</p> <p>Mumford Museum</p> <p>Video “Shh! We’re Writing the Constitution” by Jean Fritz</p> <p>Video “The Winter of Red Snow”</p> <p>Literature: <u>If You Lived in Colonial Times</u> by Ann McGovern <u>Visiting a Village</u> by Bobbie Kalman <u>Winter in Valley Forge</u> <u>The Iroquois</u> by Virginia Driving Hawk Sneve <u>Sign of the Beaver</u> by Elizabeth Speare <u>Hiawatha and the Iroquois League</u> by Megan McClard <u>Children of the Earth and Sky</u> by Stephen Krensky <u>Immigrant Kids</u> by Russell Freedman <u>Orphan Train Series</u> <u>The Surrender at Appomattox</u></p> <p>http://www.billofrightsinstitute.org/Teach/freeResources/</p>	<p>Document Based Questions</p> <p>Write a letter to Alexander Hamilton describing what kind of leader you think the country should have.</p> <p>Write an essay giving your evaluation of the personal characteristics and skills necessary for elected and appointed officials.</p> <p>Read a book about the explorations of Cartier, Champlain, Hudson or Verrazano in NYS and discuss their accomplishments.</p> <p>Debate Loyalist vs. Patriot explaining their position.</p> <p>Write a paragraph that explains the British plan to capture the NY colony.</p> <p>Write or draw: What I Learned through our Study of Native Americans</p> <p>Make a mural showing the life of an Indian clan.</p> <p>Write a journal telling about the daily life of an Iroquois boy/girl.</p>

<p>How are the basic beliefs of our founding fathers reflected in U.S documents and government?</p> <p>Which famous explorers and New Yorkers had an impact on the economic development of NYS?</p> <p>What trade routes had significant economic impact on NYS?</p> <p>How did the construction of the Erie Canal help the growth of NYS?</p> <p>What makes NYS special or different from other states? What is our role as citizens of the U.S.?</p> <p>How do we interpret the documents that helped from out nations?</p> <p>How do 3 branches of government work together to create a democratic government?</p> <p>What is jury duty?</p>	<p><i>Government</i> The New Nation</p> <p><i>Citizenship</i></p> <p><i>Culture</i></p> <p><i>Technology</i> Industrial Growth and Expansion</p> <p><i>Change</i></p> <p><i>Human Systems</i> Urbanization</p> <p><i>Environment and Society</i></p> <p>Government</p> <p><i>Civic Values</i></p> <p><i>Nation State</i></p>	<ul style="list-style-type: none"> • Interpret the foundations and ideals of American democracy as expressed in documents of the U.S. government including Mayflower Compact, Declaration of Independence, the Constitution and the Bill of Rights • Identify people who helped strengthen democracy in the U.S. • Recognize that American culture developed from many different traditions and groups of people • Identify forms of transportation that influenced growth of NYS especially the Erie Canal • Know the social and economic effects of the Industrial Revolution in NYS (e.g. automobile, railroads, turnpikes, cable, radio, telephone, air travel) • Describe the immigration and migration of groups of people (Ellis Island; relocation of Native American Indians in NYS) • Recognize the contributions of immigrants to NYS • Relate geographic influences to industrialization and expansion in NYS • Describe the effects of urbanization on a community • Explain reasons for rural to urban to suburban migration • Describe the labor movement and use of child labor • Identify and understand the basic values of our democracy including the concepts of: individual rights to life, liberty, pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism • List consequences of an absence of government • Describe the similarities and differences among the 3 branches of government both at the local, state and national levels • Investigate the roles of leaders who make, enforce and interpret laws • Describe the roles and responsibilities of citizenship such as voting and jury service • Recognize the holidays, celebration and symbols of the 	<p>http://www.learnnc.org/lessons/</p> <p>www.sldirectory.com/teachf/socsci.html</p> <p>www.ncss.org/</p> <p>www.pbs.org/teachers/socialstudies/</p> <p>Social Studies Simulations</p> <p>Graphic Organizers: http://www.everythingsl.net/in-services/graphic_organizers.php</p>	<p>Defend/protest labor movement.</p> <p>Use a song, speech or story; cite the civic values that are expressed.</p> <p>Write a Children’s Bill of Rights or pick one of the liberties and write your own song or speech.</p>
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<p>How does the geography of NYS affect the lifestyle of the citizens?</p>	<p style="text-align: center;">Geography</p>	<p>U.S. (Flag Day, 4th of July, Labor Day, Memorial Day, Thanksgiving, Veterans’ Day, Martin Luther King Day, Presidents’ Day)</p> <ul style="list-style-type: none"> • Locate NYS on maps or globe • Investigate differences between political and physical maps • Recognize significance of location of NYS and its relationship to the locations of other people and places • Identify ways of making a living in NYS and the relationship to geographic features 		
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The Grade 4 program builds on the students’ understanding of families, schools and communities, and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. Themes and events include: Native Americans Indians of NYS, the European encounter, the colonial and Revolutionary War period, the New Nation and the period of industrial growth and development in NYS.

General Skills:

- ❖ Recognize advantages and limitations of various sources
- ❖ Locate sources of print and non print information
- ❖ Determine importance/relevance of information
- ❖ Organize information –graphic organizers
- ❖ Develop charts, timelines, graphs
- ❖ Communicate an idea in writing or by speaking in a logical and coherent manner
- ❖ Participate in group planning and discussion
- ❖ Recognize point of view of others
- ❖ Be attentive to situational and personal causes of conflict