



Curriculum Guide
Social Studies
Grade 4

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2019-2020

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Revised 2019

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Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	4th Grade
Unit Plan Title:	Unit 1: The Geography of New Jersey		
Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee. CRP5. Consider the environmental, social and economic impacts of decisions CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
The focus of this unit is on understanding the geography of the state of New Jersey. Students will learn about the different types of regions in New Jersey and their characteristics. They will also begin to understand how the climate and weather play a role in where people live and work, as well as analyzing how people can have a positive and negative influence on the environment.			
Standard(s)			
<u>Lesson 1</u>			
<ul style="list-style-type: none">• 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.• 6.1.4.B.6 Compare characteristics of regions in the United States based on culture, economics, politics, and physical environments to understand the concept of regionalism.• 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.• 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.			
<u>Lesson 2</u>			
<ul style="list-style-type: none">• 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.• 6.1.4.B.6 Compare characteristics of regions in the United States based on culture, economics, politics, and physical environments to understand the concept of regionalism.• 6.1.4.B.8 Compare ways people use and divide natural resources.			
<u>Lesson 3</u>			
<ul style="list-style-type: none">• 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.• 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.• 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.			
<u>21st Century Skills Lesson</u>			

- **6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text
- **W.4.2** Write informative explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Question(s)

- **How does geography affect our lives?**
- **How does the geography of New Jersey affect how people live, work, and play?**
- **How do people live, work, and use natural resources in the four regions of New Jersey?**
- **How do human actions affect the environment in New Jersey and the United States?**

Enduring Understandings

- **The climate and physical features of New Jersey affect the way its people work and live.**
- **In New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography.**
- **The people of N.J. have made choices about how to use the state's unique natural resources.**
- **Human interaction has affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns.**

In this unit plan, the following 21st Century themes and skills are addressed.

<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>	
A	Global Awareness	E	Creativity and Innovation
A	Environmental Literacy	T	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
E	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Describe how geography affects where people live and work
- Compare characteristics of U.S. regions based on physical environment to understand the concept of regionalism.
- Explain why some locations are more suited for settlement than others
- Identify major cities and explain how maps can be used to understand tangible and intangible differences
- Compare ways people use and divide natural resources
- Describe how human interaction impacts the environment
- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work
- Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Assessments

- Pre Assessment: District SGO Assessment of Prior Knowledge
- Formative Assessments: Chapter Review and Assessment pgs. 25-27, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

Instructional Strategies

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

	<p>Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.</p> <p><u>Tic Tac Toe/Choice Board Assignments</u></p> <p>Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.</p> <p><u>Individual Contracts</u></p> <p>The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.</p> <p><u>Four Corners</u></p> <p>The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.</p> <p><u>Learning Response Logs</u></p> <p>Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.</p>
<p><i>Activities</i></p> <p><i>D-see TE pg.7</i></p> <p><i>D-see TE pg.11</i></p>	<p><u>Lesson 1: Discover New Jersey</u></p> <ul style="list-style-type: none"> • myStory Spark • watch and discuss myStory Video (students will look at images of water, soil, and other resources found in Batsto Village to explain why each resource was valuable to the people living there) • complete Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • students will analyze a political map of the U.S. to identify different boundary lines between states • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p><u>Lesson 2: New Jersey's Four Regions</u></p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students compare and contrast features of two regions of their choice • Write about one region you could see yourself living in an explain why based on its characteristics • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p><u>Lesson 3: New Jersey's Environment</u></p> <ul style="list-style-type: none"> • Envision It Activity

- Pearson My World Social Studies Leveled Reader Lesson Plans Book
- Pearson Student Worktext
- www.myworldsocialstudies.com
- My Story Video
- myStoryBook
- Digital Presentations
- My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets)
- Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book)
- New Jersey History Kids (www.historykids.nj.gov)
- www.spellingcity.com
- The Need for Geography: The Amistad Lesson <http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/3465/7076->

Suggested Time Frame: 5 Weeks

D- Indicates differentiation at the Lesson Level.

Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	4th Grade
Unit Plan Title:	Unit 2: Early Peoples		
Career Ready Practices			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>The focus of this unit is learning about the culture of the Native Americans of New Jersey and how their culture is still evident in today's society. Students will also learn about the Europeans and different reasons why they came to New Jersey. They will also be able to describe how the Europeans were able to take over the colony. Students will explore the different views about land among the Europeans and Lenape. They will learn about different groups that opposed slavery and those that decided to own slaves that were coming from Africa.</p>			
Standard(s)			
Lesson 1			
<ul style="list-style-type: none"> • 6.1.4.B.8 Compare ways people choose to use and divide natural resources. • 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • 6.1.4.D.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how 			

maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

- **6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Lesson 2

- **6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.

***21st Century Skill Lesson**

- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.

Lesson 3

- **6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.4.D.9** Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- **6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- **6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to,

Interdisciplinary Standard(s)

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
Essential Question(s)
<ul style="list-style-type: none"> • How does migration affect indigenous people? • How do conflicts affect human migration and ways of living?
Enduring Understandings
<ul style="list-style-type: none"> • People leave their homelands and resettle elsewhere for many reasons. • When group settle in an area, they bring new ideas and ways of life. • The arrival of new groups to an area can lead to conflict.

In this unit plan, the following 21st Century themes and skills are addressed.																			
<i>Check all that apply.</i> 21st Century Themes	<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills																		
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Student Learning Targets/Objectives																			
<ul style="list-style-type: none"> • Compare ways people choose to use and divide natural resources. • Summarize and describe reasons why groups immigrated to New Jersey • Describe how Native American groups influenced culture in different regions of New Jersey • Explain how folklore and historical/fictional characters from New Jersey has contributed to the national heritage • Evaluate the impact of immigration on America’s growth as a nation • Explain how key events led to the creation of the United States and the state of New Jersey • Analyze a timeline to describe how communities have changed over time and explain why • Use maps to explain how location and spatial relationships contributed to cultural diffusion • Determine the impact of European colonization on the Lenape • Explain the impact of slavery on New Jersey and individuals • Describe how culture is expressed and influenced by behavior • Explain how cultures have dealt with conflict between traditions and new beliefs 																			

Assessments

- Formative Assessments: Chapter Review and Assessment pgs. 53-55, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions*Instructional Strategies***Learning Centers/Stations**

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.

Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.

Learning Response Logs

Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.

Activities

D-See TE pg. 25

Lesson 1: Discover Native Americans of New Jersey

- myStory Spark
- watch and discuss myStory Video (students will make a list of reasons why people would migrate to a new land to write a journal entry from the point of view of a person who is leaving, explaining in detail why they decided to

Bridgeton, New Jersey
 Telephone #: 856-451-2620
 Cost: free
 Website: www.bridgetonlibrary.org/Museum.htm
Museum of Indian Culture
 2825 Fish Hatchery Rd.
 Allentown, Pennsylvania
 Telephone #: 610-797-2121
 Cost: Students Free (Museum Tour), \$7 per person (Northeastern Woodland Program), \$7 per person (Woodland Life Skills Program)
 Website: www.lenape.org/

Resources (Videos)	Resources (Books)	Resources (Other)
<ul style="list-style-type: none"> • www.lenapelifeways.org/video.htm 	<ul style="list-style-type: none"> • "The Indians of N.J. Dickon Among the Lenapes" by M.R. Harrington • "When the Shadbush Blooms" by Carla Messinger 	<ul style="list-style-type: none"> • Pearson My World Social Studies New Jersey Teacher's Guide • Pearson My World Social Studies Leveled Reader Lesson Plans Book • Pearson Student Worktext • www.myworldsocialstudies.com • My Story Video • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • www.spellingcity.com • Amistad lesson plan: http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-america/lesson_plan/4216/291

Suggested Time Frame: 5 Weeks

D- Indicates differentiation at the Lesson Level.

Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	4th Grade
Unit Plan Title:	Unit 3: An Independent Country		
Career Ready Practices			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>The focus of this unit is on learning about taxes placed on colonists by the Britain Parliament and how the creation of those taxes led to conflict between the two. Students will learn about the events leading up to the Second Continental Congress. They will also learn about Patriots and Loyalists and their role during this time. Students will be able to tell how the colonies became independent from Great Britain. A focus will also be on important battles that were fought in New Jersey that eventually led to the end of the war and America gaining their independence. Students will explore the 3 branches of government, the Bill of Rights, and how technology and new inventions improved agriculture, communication, and transportation in New Jersey.</p>			
Standard(s)			
<u>Lesson 1</u>			
<ul style="list-style-type: none"> • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 			
<u>Lesson 2</u>			
<ul style="list-style-type: none"> • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 			
<u>21st Century Skill Lesson</u>			
<ul style="list-style-type: none"> • 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 			
<u>Lesson 3</u>			
<ul style="list-style-type: none"> • 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution. • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. 			

Lesson 4

- **6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- **6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.
- **6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- **6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Lesson 5

- **6.1.4.C.12** Evaluate the impact of ideas, invention, and other contributions of prominent figures who lived New Jersey.
- **6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- **6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to

Interdisciplinary Standard(s)

- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

complete a variety of tasks.

Essential Question(s)

- What is worth fighting for?
- Why was there a separation between the colonists during the American Revolution?
- What are some reasons why colonists decided to fight against Great Britain in the American Revolution, according to the Declaration of Independence?
- How can primary and secondary sources be used to analyze key historical events?
- What role did New Jersey play in the American Revolution?
- What was New Jersey's role in creating the Constitution and Bill of Rights?
- How did the development of science and technology affect New Jersey's growth and development in the early 1800's?

Enduring Understandings

- People can stand up for what they believe.
- People who share ideals can accomplish common goals.
- Political change can have costs and benefits for different groups.
- There are basic rights that all people share.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

A	Global Awareness
T	Environmental Literacy
E	Health Literacy
E	Civic Literacy
T	Financial, Economic, Business, and Entrepreneurial Literacy

E	Creativity and Innovation
T	Critical Thinking and Problem Solving
A	Communication
A	Collaboration

Student Learning Targets/Objectives

- Explain how key events led to the creation of the U.S. and New Jersey
- Describe the leadership qualities and contributions of George Washington and Benjamin Franklin to the U.S. government
- Explain how folklore and historical/fictional characters from New Jersey has contributed to the national heritage
- Explain the role of symbols and holidays and how they affect American identity

- Analyze key historical documents to determine how they connect to present day government and citizenship
- Describe the leadership qualities and contributions of Thomas Jefferson to the U.S. government
- Explain how rights guaranteed by the U.S. Constitution and Bill of Rights contribute to American democracy
- Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans
- Describe how transportation systems impacted the economies of New Jersey and the U.S.
- Explain how innovation resulted in scientific achievement and inventions
- Determine the role of science and technology in the transition from an agricultural society to an industrial society
- Explain how communications systems led to increased collaboration and the spread of ideas

Assessments

- Formative Assessments: Chapter Review and Assessment pgs. 93-95, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

Instructional Strategies

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.

Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is

Morristown, New Jersey
 Contact Person: Thomas Winslow
 Telephone #: 973-285-0126
 Website: <http://www.nps.gov/morr/forteachers/classrooms/a-soldiers-life-field-trip.htm>
Morristown National Park (Washington’s Headquarters/Ford Mansion and Museum)
 30 Washington Place
 Morristown, New Jersey
 Telephone #: 973-539-2016
 Cost: free for students, adults \$4 per person
 Website: <http://www.nps.gov/morr/index.htm>
Old Barracks Museum (Various Programs)
 101 Barrack Street
 Trenton, New Jersey
 Telephone #: 609-396-1776
 Cost: Prices vary per program
 Website: <http://www.barracks.org/group-tours.html>

Resources (Videos)	Resources (Books)	Resources (Other)
<ul style="list-style-type: none"> • www.discoveryeducation.com (Liberty’s Kids: Deborah Samson: Soldier of the Revolution) • www.discoveryeducation.com (Field Trips to Yesterday: The Road to Revolution: Historical Boston) • www.discoveryeducation.com (Liberty’s Kids: Washington Takes Command) • www.discoveryeducation.com (Liberty’s Kids: The 2nd Continental Congress) 	<ul style="list-style-type: none"> • “Liberty! How the Revolutionary War Began” by Lucille Recht Penner • “If You Lived at the Time of the American Revolution ” by Kay Moore 	<ul style="list-style-type: none"> • Pearson My World Social Studies New Jersey Teacher’s Guide • Pearson My World Social Studies Leveled Reader Lesson Plans Book • Pearson Student Worktext • www.myworldsocialstudies.com • My Story Video • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • Bill of Rights Matching Game (http://texaslre.org/BOR/billofrights.html) • www.spellingcity.com • Amistad Lesson Plan: http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/lesson_plan/4248/308

Suggested Time Frame: 6 Weeks

D- Indicates differentiation at the Lesson Level.

Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	4th Grade
Unit Plan Title:	Unit 4: The Civil War		
Career Ready Practices			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>The focus of this unit is learning about differences between the North and South when slavery is concerned. Students learn about the Underground Railroad and how it helped slaves escape to freedom. Abraham Lincoln's presidency and views on slavery are also explored. They will be able to identify events leading up to the Civil War and New Jersey's role during the time of the war. Students will also describe the process of Reconstruction after the Civil War and changes that were made to the 13th, 14th, and 15th amendments.</p>			
Standard(s)			
<u>Lesson 1</u>			
<ul style="list-style-type: none"> • 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. • 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. • 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. 			
<u>Lesson 2</u>			
<ul style="list-style-type: none"> • 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government. • 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 			
<u>21st Century Skill Lesson</u>			
<ul style="list-style-type: none"> • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 			
<u>Lesson 3</u>			
<ul style="list-style-type: none"> • 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government. • 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human 			

rights and provide aid to individuals and nations in need.

- **6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Question(s)

- **What is worth fighting for?**
- **What factors influenced the decision of some Americans to fight to end slavery during the Civil War, while others fought to keep it?**
- **How was the Union saved during the Civil War?**
- **What features of a bar graph and line graph are essential in understanding information that is presented about the fluctuation in New Jersey's population?**
- **What factors led African Americans to begin to fight for equal rights, and how was the impact measured?**

Enduring Understandings

- **Social, political, and economic differences can lead to conflict.**
- **People will fight to protect their beliefs and way of life.**
- **In big wars, men, women, children, and the environment can all be affected.**
- **Conflicts can have unexpected results that can reshape a country.**

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
A	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
E	Health Literacy	A	Communication
T	Civic Literacy	E	Collaboration
A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Compare and contrast the reactions of people from the past and present concerning violation of their rights
- Evaluate the impact of immigration on America’s growth
- Explain the impact of slavery on New Jersey, the nation, and individuals
- Determine how “fairness” and “equality” influenced change in U.S. government
- Explain how the actions of historical characters from New Jersey and other regions of the U.S. contributed to the national heritage
- Describe how prejudice can lead to conflict
- Explain how individual rights and the common good depend on citizens exercising their civic responsibilities
- Analyze how leaders, businesses, and global organizations promote human rights and provide aid
- Describe how prejudice can lead to conflict

Assessments

- Formative Assessments: Chapter Review and Assessment pgs. 119-121, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

Instructional Strategies

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with

<p>(America's Journey Through Slavery: Abraham Lincoln: The Great Emancipator)</p> <ul style="list-style-type: none"> • www.discoveryeducation.com (America's Journey Through Slavery: The Life of an Enslaved Person in America) • www.discoveryeducation.com (America's Journey Through Slavery: The Abolitionist Movement in America) 	<p>Overcome: he Story of a Song" by Debbie Levy</p> <ul style="list-style-type: none"> • "Chasing Lincoln's Killer" by James L. Swanson • "Who Was Harriet Tubman?" by Yona Zeldis McDonough 	<ul style="list-style-type: none"> • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • www.spellingcity.com
<p>Suggested Time Frame:</p>	<p>5 Weeks</p>	

D- Indicates differentiation at the Lesson Level.

Curriculum Design Components

Content Area:	Social Studies	Grade(s)	4th Grade
Unit Plan Title:	A Time of Change in New Jersey		
Career Ready Practices			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>The focus of this unit is on learning about new innovations in technology and how they helped to improve industry in New Jersey. Students will also explore immigration and why people left their native country to immigrate to the United States. They will also look at how life changed for them once they arrived in the United States. The Reform movement will also be a focus during this unit and students will be able to learn about how reformers helped to improve life for New Jerseyans.</p>			
Standard(s)			
<u>Lesson 1</u>			
<ul style="list-style-type: none"> • 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. • 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. • 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 			
<u>Lesson 2</u>			
<ul style="list-style-type: none"> • 6.1.4.A.13 Describe the process by which immigrants become United States citizens. • 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 			
<u>21st Century Skill Lesson</u>			
<ul style="list-style-type: none"> • 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. 			
<u>Lesson 3</u>			
<ul style="list-style-type: none"> • 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government. • 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of 			

fundamental rights.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Question(s)

- **How does economic growth provide opportunity?**
- **What new inventions created economic opportunities for people living in New Jersey?**
- **Why did immigrants come from Europe to the United States?**
- **How can the data on a map be used to understand the characteristics of U.S. regions?**
- **What did reformers do to improve people's lives in the late 1800's and early 1900's?**

Enduring Understandings

- **Inventors and their technologies changed how people lived and worked.**
- **Immigrants contributed to the nation's diversity, growth, and culture.**
- **In the early 20th century, many people worked to gain greater rights for workers, women, and minorities.**

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
A	Global Awareness	E	Creativity and Innovation
T	Environmental Literacy	A	Critical Thinking and Problem Solving
E	Health Literacy	A	Communication
E	Civic Literacy	E	Collaboration
A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans
- Identify the qualities of entrepreneurs
- Explain how innovation resulted in scientific achievement and inventions
- Analyze how communications systems led to increased collaboration and the spread of ideas
- Describe the process of how immigrants became United States citizens
- Summarize reasons why groups immigrated to N.J. and America and describe challenges they encountered
- Explain how an individual’s beliefs, values, and traditions may reflect multiple cultures
- Compare and contrast characteristics of U.S. regions based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- Determine how “fairness,” “equality,” and the “common good” have influenced change in the U.S. government
- Compare and contrast how people of the past and present have responded to violations of their rights

Assessments

- Formative Assessments: Chapter Review and Assessment pgs. 149-151, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

<i>Instructional Strategies</i>	<p><u>Learning Centers/Stations</u> Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.</p> <p><u>Independent Study</u> Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.</p> <p><u>Differentiation/Leveled Instruction</u> Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that</p>
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<p>(Reasons for Immigration)</p> <ul style="list-style-type: none"> • www.discoveryeducation.com (American Heritage: Immigration to the United States) • www.discoveryeducation.com (Arriving in America: The Making of a Multicultural Nation) • www.discoveryeducation.com (Ellis Island) • www.discoveryeducation.com (The Statue of Liberty) 	<ul style="list-style-type: none"> • “What is the Statue of Liberty?” by Joan Holub • “If Your Name Was Changed at Ellis Island” by Ellen Levine 	<ul style="list-style-type: none"> • Pearson Student Worktext • www.myworldsocialstudies.com • My Story Video • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • www.spellingcity.com
Suggested Time Frame:	5 Weeks	

Curriculum Design Components

Content Area:	Social Studies		Grade(s)	4 th Grade
Unit Plan Title:	Challenges and Opportunities			
Career Ready Practices				
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>				
Overview/Rationale				
<p>The focus of this unit is on learning about WWI and how New Jerseyans contributed to the war. They will also learn about how the economy improved in most of the United States as a result of the war. Students will explore the Great Depression and how President Roosevelt created the New Deal to help Americans during this time. They will also look at how the Cold War, economic growth, and civil rights movement affected the United States and New Jersey.</p>				
Standard(s)				
Lesson 1				
<ul style="list-style-type: none"> • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected 				

world.

Lesson 2

- **6.1.4.A.16** Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- **6.1.4.B.2** Use physical political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

21st Century Skills Lesson

- **6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

Lesson 3

- **6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- **6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- **6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- **6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.4.A.16** Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

Interdisciplinary Standard(s)

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Question(s)

- How do people respond to good times and bad?
- What caused many nations to take part in World War I and what role did New Jersey play in the war?
- How did the New Deal help to end the Great Depression and increase the role of government and New Jersey's role in World War II?
- How did the Cold War, economic growth, and the civil rights movement affect the United States and New Jersey?

Enduring Understandings

- People go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression.
- The New Deal created a larger role for government, an issue that Americans still debate today.
- The 1950's and 1960's were times of increasing struggles by women and minorities for greater equality.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

<input type="checkbox"/> A	Global Awareness
<input type="checkbox"/> E	Environmental Literacy
<input type="checkbox"/> E	Health Literacy
<input type="checkbox"/> E	Civic Literacy
<input type="checkbox"/> A	Financial, Economic, Business, and Entrepreneurial Literacy

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/> A	Communication
<input type="checkbox"/> E	Collaboration

Student Learning Targets/Objectives

- Explain how experiences and events may be interpreted differently by people with different cultural perspectives

- Describe why it is important to understand the perspectives of other cultures
- Explain how leaders, businesses, and global organizations promote human rights and provide aid to those in need
- Use political maps to explain how location and spatial relationships contributed to cultural diffusion and economic interdependence
- Describe how the world is divided into many nations that have their own governments, languages, customs, and laws
- Compare and contrast how people of the past and present have responded to violations of their rights
- Describe how Dr. Martin Luther King, Jr., and other civil rights leaders caused social change and inspired activism in later generations
- Explain why it is important that people from diverse cultures collaborate to find solutions to challenges
- Explore how leaders, businesses, and global organizations promote rights and provide aid
- Explain how innovation resulted in scientific achievement

Assessments

- Formative Assessments: Chapter Review and Assessment pgs. 179-181, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

Instructional Strategies

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.

Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they

	<p>*Small Group Instruction (Leveled Readers):</p> <ul style="list-style-type: none"> • James Madison: America’s Fourth President (Below Level) • James Madison: Founder and President (On Level) • James Madison: Father of the Constitution (Advanced Level) 	
<i>Experiences</i>	<p><u>The Great Depression Virtual Tour</u></p> <p>Cost: Free 😊</p> <p>Website: http://prezi.com/nea4n1xzq35v/virtual-museum-of-the-great-depression/</p>	
Resources (Videos)	Resources (Books)	Resources (Other)
<ul style="list-style-type: none"> • www.discoveryeducation.com (The Crash) • www.discoveryeducation.com (The Great Depression and New Technology) • www.discoveryeducation.com (The Great Depression) • www.discoveryeducation.com (End of the Great Depression) • www.discoveryeducation.com (WWI) 	<ul style="list-style-type: none"> • “The Great Depression” by Michael Burgan • “What Was Pearl Harbor?” by Patricia Brennan Demuth • “As Good as Anybody” by Richard Michelson • “Who was “Anne Frank?” by Ann Abramson 	<ul style="list-style-type: none"> • Pearson My World Social Studies New Jersey Teacher’s Guide • Pearson My World Social Studies Leveled Reader Lesson Plans Book • Pearson Student Worktext • www.myworldsocialstudies.com • My Story Video • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • www.spellingcity.com
Suggested Time Frame:	5 Weeks	

D- Indicates differentiation at the Lesson Level.

Curriculum Design Components

Content Area:	Social Studies	Grade(s)	4th Grade
Unit Plan Title:	New Jersey Today		
Career Ready Practices			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>The focus of this unit is on learning how New Jersey's economy and government affects the daily lives of others. They will also learn about democracy and citizenship, as they learn about the rights and responsibilities of citizens. Students will also look at how the local, state, and national governments work together to improve the lives of citizens. They will also understand that New Jersey has a diverse population and that New Jerseyans have made important contributions.</p>			
Standard(s)			
<u>Lesson 1</u>			
<ul style="list-style-type: none"> • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. • 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • 6.1.4.C.3 Explain why incentives vary between and among producers and consumers. • 6.1.4.C.4 Describe how supply and demand influence price and output of products. • 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government. • 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently. • 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community. • 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. • 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. 			
<u>Lesson 2</u>			
<ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 			

- **6.1.4.A.7** Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- **6.1.4.D.4** Explain how key events led to creation of the United States and the state of New Jersey.
- **6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

21st Century Skills Lesson

- **6.3.4.A.2** Contact local officials and community members to acquire information and/or discuss local issues.
- **6.3.4.A.3** Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- **6.3.4.A.4** Communicate with students from various countries about common issues of public concern and possible solutions.
- **6.3.4.C.1** Develop and implement a group initiative that addresses and economic issue impacting children.

Lesson 3

- **6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of the United States government.
- **6.1.4.A.4** Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- **6.1.4.A.5** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.4.A.6**
- **6.1.4.A.7** Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- **6.1.4.A.12** Explain the process of creating change at the local, state, or national level.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.

Lesson 4

- **6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- **6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.1.4.D.18** Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

Technology Standard(s)

- **8.1.4.A.1** Demonstrate effective input of text and data using an input device.
- **8.1.4.A.2** Create a document with text formatting and graphics.
- **8.1.4.C.1** Engage in online discussion with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- **8.1.4.D.1** Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- **8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- **8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Question(s)

- **What should be the goals and responsibilities of government?**
- **How does New Jersey's economy and government affect our daily lives and well being?**
- **What are the rights and responsibilities of citizens?**
- **How does the local, state, and national government work together as a federal system to improve the lives of citizens?**
- **How do the people of New Jersey embrace diversity and the unique cultures of others?**

Enduring Understandings

- **New Jersey's government and economy both affect citizens' daily lives and well-being.**
- **Citizens have certain rights, but they also have certain responsibilities.**
- **Local, state, and national governments work together in a federal system to improve citizens' lives.**
- **The state of New Jersey enjoys great diversity and a unique culture.**

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
A	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
E	Health Literacy	A	Communication
A	Civic Literacy	E	Collaboration
A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Use maps to explain how location aids interdependence
- Compare economics and environment of U.S. regions
- Apply opportunity cost to evaluate individuals' decisions
- Compare and contrast how resources affect people differently
- Recognize the importance of setting long-term financial goals
- Identify the qualities of entrepreneurs
- Compare N.J. regions in terms of economic opportunities
- Identify technology's role in change
- Explain why incentives vary between producers and consumers
- Describe how supply and demand affect price and product output
- Explain how the availability of goods and services is influenced by the global market and government
- Explain how laws protect rights, resolve conflicts, and promote the common good
- Explain how guaranteed rights contribute to U.S. democracy
- Explain that the U.S. is a representative democracy
- Explain why citizens should exercise civic responsibilities
- Explain how key events led to the creation of the United States and the state of New Jersey
- Explain how historical symbols affect the American identity
- Identify actions that are unfair and propose solutions
- Determine how the "common good" has influenced change at local and national levels
- Explain how the Constitution defines and limits government power and organization
- Distinguish the roles and responsibilities of the branches of the national government
- Explain how national and state governments share power
- Explain how the U.S. is a representative democracy
- Compare and contrast how government functions at different levels
- Explain the process of creating change at the local, state, or national level
- Determine how local and state communities have changed over time, and the reasons for this change
- Describe how Native American groups have influenced N.J.
- Determine how and why communities have changed over time
- Explain how historical characters contributed to the nation
- Describe how culture is expressed through and influenced by people's behavior

- Explain the role of historical monuments
- Explain how beliefs, values, and traditions may reflect more than one culture

Assessments

- Formative Assessments: Chapter Review and Assessment pgs. 213-215, Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
- Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

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Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.

Learning Response Logs

Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.

Activities
D-See TE pg. 139

Lesson 1: A Modern Economy

- myStory Spark
- watch and discuss myStory Video (have students choose a graphic organizer to

<p><i>D-See TE pg. 143</i></p>	<p>compare and contrast the General Assembly and the Senate; also have them include information they know about each house into their organizer)</p> <ul style="list-style-type: none"> • complete Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students look at labels on their clothing and items in the classroom to determine where they were made; students will list the countries where imported items were made and then locate each country on a world map • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p><u>Lesson 2: Democracy and Citizenship</u></p>
<p><i>D-See TE pg. 146</i></p>	<ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Create a timeline of important documents in American History, draw their timelines and label them with dates from 1600 to 1800; insert the primary sources discussed in the lesson into the correct locations on their timelines • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p><u>*21st Century Skills: Collaboration and Creativity (Generating New Ideas)</u></p>
<p><i>D-See TE pg. 149</i></p>	<ul style="list-style-type: none"> • Reading of the lesson • Try it! Activity <p><u>Lesson 3: Government in New Jersey and the Nation</u></p>
<p><i>D-See TE pg. 152</i></p>	<ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Students break into groups to study one branch of state government; write three main facts about the branch and one question for their peers after they present their information • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p><u>Lesson 4: New Jerseyans Today</u></p>
<p><i>D-See TE pg. 157</i></p>	<ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students choose a place they read about and create a diagram or map of the place with a map key • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p><u>*Small Group Instruction (Leveled Readers):</u></p> <ul style="list-style-type: none"> • Mary McLeod Bethune Fights for Justice (Below Level) • Mary McLeod Bethune Works for Civil Rights (On Level) • Mary McLeod Bethune's Many Achievements (Advanced Level)

<p><i>Experiences</i></p>	<p><u>Theatreworks (We the People Musical)</u> 151 West 26th Street New York, NY (performances at various locations in New Jersey) Telephone #: 1-800-497-5007 Cost: \$9 per person Website: http://www.theatreworksusa.org/</p>	
<p>Resources (Videos)</p>	<p>Resources (Books)</p>	<p>Resources (Other)</p>
<ul style="list-style-type: none"> • www.discoveryeducation.com (Rights and Responsibilities) • www.discoveryeducation.com (What is Government) • www.discoveryeducation.com (Liberty Kids: We the People) 	<ul style="list-style-type: none"> • "If You Were There When They Signed the Constitution" by Elizabeth Levy 	<ul style="list-style-type: none"> • Pearson My World Social Studies New Jersey Teacher's Guide • Pearson My World Social Studies Leveled Reader Lesson Plans Book • Pearson Student Worktext • www.myworldsocialstudies.com • My Story Video • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • www.spellingcity.com
<p>Suggested Time Frame:</p>	<p>6 Weeks</p>	

D- Indicates differentiation at the Lesson Level.

The Long March
by
Marie-Louise Fitzpatrick

Beyond Words Publishing, Hillsboro, OR, 1998
Recommended for Grades 3-4 Picture book

Synopsis

In 1847, an impoverished group of Choctaw Indians collected \$170 (more than \$5,000 in today's money) from their meager resources for the relief of Ireland's Potato Famine. This story shows how Choona, a young Choctaw, deals with his people's decision to contribute to the Irish disaster. Choona remembers their own Long March, when the U.S. government forced the Choctaw to leave their home in Mississippi for the lands in the West. As the tribe debates the contribution, Choona learns of the similarities of the forced migration of the Irish and Choctaw.

Quote

"Choona faces questions that each of us must answer: What can we do, what should we do, about repression and world suffering? ...these age-old questions allow Native Americans to be introduced to young readers as people rather than colorful stereotypes. Issues of social justice touch all our lives. How each society chooses to respond to them, perhaps more than technological and material progress, determines to what extent any society may be called civilized."

From *Foreword* by Gary WhiteDeer

Objectives

- To understand the similarities between persecuted people
- To realize that strong feelings can be tempered by reality as well as forgiveness
- To learn that differing peoples are able to make a connection

Pre-Reading Activities

- Discuss the Long March of the Choctaw Indian and the Irish Famine.
- Use the map to show the places where these events took place, tracing each path.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What do you think Choona means when he recalls the Long March and says "I don't remember ever being told these things. They were just there, like the trees?"
- Why did you think the family never answered questions about the Long March?

- Talihojo explains that helping the Irish will be like an arrow shot through time and be a blessing for unborn generations. What does she mean by this?
- Why do you think Choona was so angry about the decision to contribute money for the Irish Famine?
- Great-Grandmother says it was a mistake to keep the pain of the Long March to the adults when the Long March is part of all of us. Do you agree? Why or why not?
- What made Choona change his mind about contributing money?
- Father says contributing money to the Irish will make the people feel less helpless. What does he mean?
- Why do you think as an old man Choona ends the story "We are Choctaw."

Activities

- Write a letter to the Irish people explaining why the Choctaw people are donating money to help them during the famine.
- Draw a side-by-side picture showing the Long March and the walk of the Irish as they search for food.

Historical Perspective

- In 1786, the United States government recognized the sovereignty of the Choctaw as an independent nation. However, they were still forced off their land in the 1830's. The journey west to "Indian Territory" caused much death and suffering. Eventually this Indian Territory came under pressure from white settlers and in time became Oklahoma. Today there are 8,000 Choctaw in Mississippi, descendants of those who did not leave in 1831. Both Oklahoma and Mississippi Choctaw have their own constitutions, elect tribal councils and chiefs, and administer their own affairs.
- During the Irish Potato Famine (1845-1849), Ireland was governed by Britain. The majority of its eight million people lived on small patches of land rented from wealthy British landlords. The Irish were dependent on the nourishing potato since it grew well in any soil. When the potato blight hit in 1845, most of the crop was destroyed. By 1846 and 1847, there was a total crop failure. As not all of Ireland's crops were affected, much of the other healthy crops and livestock was shipped out of the country into England without regard for the starving Irish. The Irish were forced out of their homes for failure to pay rent. They wandered on the roads to workhouses or impoverished cities or to the docks. Over one million Irish died of starvation and famine related diseases. Over one million Irish emigrated to other countries.
- CAIT (Celts & American Indians Together) is a bi-national fundraising campaign founded to raise \$1.7 million for world famine relief. By raising this amount, the group will complete the circle of giving that began in 1847 by the Choctaw's donation of \$170. For information contact: CAIT Inc., c/o Iona College, Choctaw Suite, 715 North Avenue, New Rochelle, NY 10801.

This Land Is My Land

by
George Littlechild

Children's Book Press, San Francisco, CA, 1993
Recommended for Grades 3-4 Picture book

Synopsis

A member of the Plains Cree Nation, Littlechild offers paintings and commentary for a variety of topics, including Columbus, ancestors, Indian and white chiefs, Indian boarding schools and traditions. Littlechild often incorporates photographs of his ancestors in his work.

Quote

"In Indian Country we are reviving our culture and traditions. Working as an artist is my way of healing the pain of the past and helping the next generation of Indian people. My goal is to heighten the awareness of Native peoples of the Americas and to promote understanding of all peoples."

Objectives

- To understand the American Indian view of history and contemporary life
- To enjoy the work of an Indian artist
- To appreciate the heritage of a Native American

Pre-Reading Activity

- Discuss George Littlechild's painting method using bright colors and photos. While reading, allow close-up viewing of the art.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- *Columbus First Saw* - George wondered how Columbus could have discovered America when his people were already here. What would you say to him?
- *This Land Is My Land* - Do you think the land belongs to certain people? Explain.
- *Red Horse Boarding School* - (It is important to let the children know that Indians were and are very susceptible to the disease of alcoholism). What do you think about the way the Indians were treated in the boarding school?
- *This Warrior Goes Dancing* - Why are the powwows important for the Indian people?

Activities

- Write a letter to a boarding school explaining how you feel about the treatment of the Indians and suggesting ways to improve the situation.

- Have children bring in photos of their ancestors along with a story about them. Plan and paint a picture that would express their story.
- Paint a picture of an important event in your life using George Littlechild's method. Try to get a small photo of yourself into the picture.

Other Suggested Sources

- Cheyenne Again by Eve Bunting. NY: Clarion Books, 1995.
- Home to Medicine Mountain by Chiori Santiago. San Francisco, CA: Children's Book Press
- Daily Life in a Plains Indian Village 1868 by Michael Bad Hand Terry. NY: Scholastic Inc, 1999.

When the Soldiers Were Gone

by
Vera W. Propp

Scholastic Inc., NY, 1999
Recommended for Grades 3-4 Chapter book

Synopsis

Henk, a little Jewish boy, is left as a young child with a Christian farm family who will hide him during the German occupation of Holland. When his parents return, he does not remember them and does not want to leave the people he knows as his Mama and Papa. Henk is now called Benjamin and experiences much difficulty adjusting to his new life. Eventually, his memories return and he settles in. This story is based on the real life experiences of Benjamin from 1942 to 1945. As an adult, he emigrated to Canada then moved to the U.S. He now lives in upstate New York and travels back to Holland to visit with the children of the farm family.

Quote

"Henk felt a sharp pain on his forehead. Tears came to his eyes as his hand flew up to the place that hurt. When he looked at his hand, it was covered with bright red blood.

'Max shouldn't have done that.' Another boy from his class had come over to Henk. 'Here, take my handkerchief.'

'Wait a minute. Did you hear what that boy yelled at me? What did he say?'

'Of course I heard. Are you deaf? He yelled 'dirty Jew.' Max hates Jews!' "

Objectives

- To learn of Righteous Gentiles who rescued Jewish children during the war
- To understand the difficulty for hidden children, rescuers, and returning parents after the war
- To realize the uncertainty for children in the process of reclaiming memories

Pre-Reading Activity

- Explain the situation in Europe when Hitler invaded neighboring countries. Some Jewish parents attempted to find hiding places for their children. Often this involved the children posing as Christians. Sometimes the children were passed off as relatives and sometimes they were kept hidden from strangers or even neighbors.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Do you think it was fair for Papa not to tell Henk about the return of his parents? Explain. (Chapter 1)

- Why do you think Henk kept insisting his name was not Benjamin? (Chapter 3)
- Why wasn't Henk allowed to go to school at the farm? (Chapter 3)
- Did Mama and Papa tell Henk of the importance of keeping his identity secret? Should they have given him the reason? Why or why not? (Chapter 3)
- Do you think the soldier that entered Henk's room at the farm really thought Henk was only a baby? Explain. (Chapter 8)
- In chapter 10 Henk begins to get some clarification for his cross on the chain and what it meant for him. How does that make you feel? Explain.
- Why do you think Max still felt hatred for a Jewish boy like Benjamin when the war was over? (Chapters 13)
- How did Henk feel when he finally confronted Max? Why? (Chapter 16)
- Henk's mother explains the necessity of letting Henk believe the Staals were his parents. Do you agree? Explain. (Chapter 18)
- Why was it important for Henk's parents to tell him his story a little at a time?
- When Henk and his father returned to the house they lived in before the war, Henk said he did not want to move back there. Do you agree with him? Why or why not? (Chapter 20)
- What made Henk's memories start to return? (Chapter 22)

Activities

- Make a poster of Henk's rocking horse. Draw symbols of good things Henk should remember all around the horse.
- Write a letter to Henk telling him what lessons you learned from his story.

Other Suggested Sources

- **Behind the Bedroom Wall** by Laura E. Williams. MN: Milkweed Editions, 1996.
- **Hide and Seek** by Ida Vos. NY: Scholastic Inc., 1981.
- **Hiding From the Nazis** by David A. Adler. NY: Holiday House, 1997.
- **The Lily Cupboard** by Shulamith Levey Oppenheim. NY: Bantam Doubleday Dell, 1992.

The Lily Cupboard
by
Shulamit Levey Oppenheim

Bantam Doubleday Dell, New York, 1992.
Recommended for Grades 3-4

Synopsis

As the Nazis conquer Europe during World War II, all Jewish people are in danger. Miriam's parents send her to a Dutch family who hides her in a secret lily cupboard behind a wall thus saving her from persecution.

Objectives

- To explain why people choose to think and act in caring or in hurtful ways
- To analyze ways in which people can stand up for what they believe is right and good
- To understand that when prejudice and persecution hurt people we each have a choice about how we react - to help those being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others
- To recognize the values that influence each of us

Pre-Reading Activities

- Locate Holland and Germany on a map.
- Define the terms: prejudice, discrimination, Nazis, terror, army of occupation, persecute, rescue, bystander.

Discussion Questions

- When was Holland occupied by the Germans?
- What have Miriam's parents decided to do with her? How do you think Miriam's parents felt when they had to give her up for a time?
- What does Miriam pack to take with her? Why does she choose certain things?
- Who is Nello? Describe him and his family.
- Where will Miriam hide? What is the warning signal?
- What does Nello give to Miriam to make her feel better? How do you think Nello felt about having someone come to live with his family? Do you think he understood the danger?
- How did Nello's family save Miriam? If Nello's family was caught hiding Miriam, what would happen to them? Why do you think they decided to hide someone?
- How does Miriam compare the way that she saved the Rabbit to how the family saved her?
- What were some of the things that Nello's family had to do in order to hide the fact that they had a secret visitor living with the family? Was it hard to hide this information?

Activities

- Write a newspaper story about the brave actions of Nello's family in their decision to hide Miriam.
- Imagine that you are Miriam and are keeping a secret journal to share with your parents after you are together again. What kinds of things would you want to write in the journal so that you did not forget it after the war?
- Imagine that you are Miriam but that you are now all grown up. Write a letter to Nello and his family telling them how you feel about their rescue of you.
- Imagine that you are a grown up Miriam with a little boy or girl of your own. You want them to know your story and about Nello's family. Write down what you will tell your children to remember about the family and the importance of helping others who are being persecuted.

Other Suggested Sources

- **The Feather-Bed Journey** by Paula Kurzband Feder. How are the children hidden by different families? How is Miriam's story different?

