

Mendham Township

Fourth Grade Social Studies Curriculum

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¹ Revised 2018 to align to NJSL

Philosophy

Social Studies is a broad subject area that includes all the disciplines considered to be part of the social sciences. The ability to participate as an informed citizen is primary to the continued progress of one's community: local, national, and international. This social studies program endeavors to provide our students with interactive experiences that integrate the content of the various social science disciplines: geography, history, economics, political science, anthropology, and sociology. It is designed to help students develop an appreciation for the values and processes of our own democratic political system as well as to develop an understanding and acceptance of the different perspectives that have created systems other than our own. An emphasis upon critical thinking is designed to empower students to become thoughtful, articulate, and active members of our society.

Goals

The Mendham Township Social Studies curriculum concerns itself with developing students who are prepared for citizenship in a democratic society as well as an increasingly interdependent global community. It is the purpose of this curriculum to offer students courses of study as well as experiences that will provide them with the necessary skills, sense of social responsibility and geographical and historical perspective necessary for responsible citizenship. For this reason, the goal of this curriculum is to develop in our students the ability to:

1. use reading, speaking, and writing skills to formulate and express their views.
2. use maps, globes, and other graphic tools to acquire, interpret, and process information.
3. apply 21st Century thinking skills in order to better understand their country's history, institutions, environment, and the forces that have shaped world cultures.
4. use computer technology to acquire, process, and report various types of information.
5. develop an understanding of the interrelatedness of the social sciences.
6. understand the principles and responsibilities of a democratic society.
7. gain a general knowledge of the geographic, economic, political, social, and cultural forces that shape a society.
8. examine and understand multiple points of view, and develop a tolerance for differing views.

9. be able to understand the relationships between historical events and human experiences as well as their effects on society.
10. become informed and active citizens, and be able to make reasonable and responsible civic choices.
11. understand that the contemporary problems of nations and the world are products of complex historical, institutional, and environmental processes.
12. gain global perspective through research and communication with people from different cultures

Mendham Township School District
Social Studies Curriculum
Grade 4

Grade 4 Unit 1: The Land of New Jersey	
Stage 1: Desired Results	
<p>Understandings</p> <ul style="list-style-type: none"> ● In NJ there are several regions, each with its own attributes, such as landforms, resources, and climate. ● The climate and features of NJ impact how people work and live. ● Conservation of resources is a global effort. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How does geography affect our lives?
<p>Knowledge Students will know...</p> <ul style="list-style-type: none"> ● The four regions of NJ The characteristics used to define a region. ● Why New Jersey’s moderate climate supports a variety of plants, animals, and natural resources. 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> ● Locate and identify the four regions of NJ and explain the characteristics that make up each specific region (landforms, cities, etc.) ● Describe how geography, landforms, climate, weather and resources impact how people live and work in different regions of NJ. ● Explain how some locations are more suited for settlement than others. ● Differentiate between types of resources and the process of conservation.
<p>NJSLS- Social Studies 6.1.4.B.4-10 6.1.4.C.14</p>	<p>Interdisciplinary connections:</p> <ul style="list-style-type: none"> ● Science – Landforms unit ● Language Arts – analyzing non-fiction text <p>Reading Informational Text: RI.4.1-4.10 Speaking & Listening: SL.4.1, 4.4-4.6 Writing: W.4.2-4.8 Language: L.4.1-4.6</p>
Mandates: none	

Stage 2-Assessment	
<p>Assessment: Formative:</p> <ul style="list-style-type: none"> ● Formal assessments: quizzes, tests, writing prompts. ● Observations, participation, discussions 	<p>Summative:</p> <ul style="list-style-type: none"> ● Create map of NJ ● Create a tourist brochure for a region of NJ ● Develop an action plan to help with conservation efforts in their community.
Stage 3- Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Create a chart identifying the major regions of NJ and characteristics of each. ● Analyze resource map of NJ, identifying why people might want to live there based on resources. ● Read about Ralston Cider Mill, Basto Village, Waterloo Village and determine how geography and natural resources impacted the people that lived there. ● Complete graphic organizers on types of resources and ways to conserve each. ● “Mining for Copper” experiment to demonstrate how a resource is depleted. 	
<p>Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students.</p> <ul style="list-style-type: none"> ● Material will be presented through use of various multiple intelligences to meet the needs of all learners. ● Assign, assess, and modify if necessary to address needs of at-risk learners. 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Language Arts – analyzing non-fiction text 	
<p>Integration of Technology standard: NJSL.8.1</p> <ul style="list-style-type: none"> ● Utilization of Smart Board ● Internet Resources ● Chromebook for students to use for research or publishing written work. 	
<p>Integration of 21st Century Skills:</p> <ul style="list-style-type: none"> ● 9.1.4.E.1 Determine factors that influence consumer decisions related to money. ● 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions. ● 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. 	
<p>List of core instructional and supplemental materials:</p> <ul style="list-style-type: none"> ● New Jersey (Scott Foresman Kit), Explore our Land (Houghton Mifflin), Internet, Nystrom Atlas activities 	

Grade 4 Unit 2: Europeans in New Jersey, Early Exploration

Stage 1: Desired Results

Understandings

- People migrate for different reasons.
- When people settle in an area, they bring new ways of life and ideas that can sometimes lead to conflict.
- The basic concept of tolerance was important in New Jersey's colonial communities.

Essential Questions

- What factors influence migration?
- What are the causes and effects related to the European settlement of NJ?
- How do we decide when it is best to cooperate with others or confront others?

Knowledge

Students will know...

- Native Americans were the first settlers of NJ.
- European explorers came to the NJ area looking for a trade route to Asia.
- NJ was divided between the Quakers in West Jersey and other English settlers in East Jersey.

Skills

Students will be able to...

- Explain how Native Americans used the natural environment of NJ to help them survive.
- Describe the earliest European explorations of NJ (Hudson, Verrazano, Mey).
- Summarize reasons why groups, voluntarily and involuntarily, immigrated to NJ and America and describe the challenges they encountered.
- Identify the major groups that settled NJ and conflicts faced among them.
- Describe the impact European settlement had on Native Americans.
- Explain how key events led to the creation of New Jersey.

NJSLS- Social Studies

6.1.4.D.1-4, 7, 10, 15

6.1.4.C.1, 2

NJSLS for ELA

Reading Informational Text: RI.4.1-4.10

Speaking & Listening: SL.4.1, 4.4-4.6

Writing: W.4.2-4.8

Language: L.4.1-4.6

Mandates: none

Stage 2-Assessment	
<p>Assessment: Formative:</p> <ul style="list-style-type: none"> ● Formal assessments: quizzes, tests, writing prompts. ● Observations, participation, discussions 	<p>Summative:</p> <ul style="list-style-type: none"> ● Students will make a timeline that shows the chronology of the Early European explorer's routes and will label the timeline to indicate the country that sent each explorer.
Stage 3- Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Make an Explorer timeline. ● Smart Notebook and Readers Theater activity on exploration ● Graphic organizers (cause and effect relationship on why NJ colony was divided and united). ● Venn Diagram of European/Delaware settlers in NJ. 	
<p>Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students:</p> <ul style="list-style-type: none"> ● Material will be presented through use of various multiple intelligences to meet the needs of all learners. ● Assign, assess, and modify if necessary to address needs of at-risk learners. 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Language Arts – analyzing non-fiction text 	
<p>Integration of 21st Century Skills:</p> <ul style="list-style-type: none"> ● 9.1.4.E.1 Determine factors that influence consumer decisions related to money. ● 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions. ● 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. 	
<p>Technology Integration of Standards: 8.1.P.A.1, 8.1.P.A.2, 8.1.P.A.3, 8.1.P.A.4, 8.1.P.A.5, 8.1.P.A.6, 8.1.P.A.7</p> <ul style="list-style-type: none"> ● Utilization of Smart Board ● Internet Resources 	
<p>List of Core Instructional and Supplemental Materials:</p> <ul style="list-style-type: none"> ● New Jersey (Scott Foresman Kit), Explore our Land (Houghton Mifflin), Internet, Nystrom Atlas activities 	

Grade 4 Unit 3: Colonial Times and Sustainability: Learning from our past	
Stage 1: Desired Results	
<p>Understandings</p> <ul style="list-style-type: none"> ● People have different roles to make a successful community. ● A healthy and sustainable future is possible ● Live by natural laws 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we learn from history to model our own lives after a simpler time? ● What ideas of sustainability can we take away from history?
<p>Knowledge</p> <p>Students will know...</p> <ul style="list-style-type: none"> ● We can learn from our past that people during Colonial times in New Jersey lived a sustainable life. 	<p>Skills</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Compare colonial life to current life (homes, jobs, food, clothing, school, gender roles, entertainment, transportation, medicine). ● Understand the roles of colonial people and their status in society (gender roles, slaves, indentured servants). ● Students will apply idea of sustainability to colonial village and trades ● Understand how colonists learned from the Lenni Lenape? ● Ask “what can we today learn from the colonial times?”
<p>NJSLS- Social Studies</p> <p>6.1.4.B5, 7, 8, 10</p> <p>6.1.4.D2, 9</p>	<p>NJSLS for ELA</p> <p>Reading Informational Text: RI.4.1-4.10</p> <p>Speaking & Listening: SL.4.1, 4.4-4.6</p> <p>Writing: W.4.2-4.8</p> <p>Language: L.4.1-4.6</p>
<p>Mandates: Amistad Commission</p> <p>Students will understand that the colonial settlement posed different experiences for different stakeholders. During settlement many indigenous people were killed, divested of their land, and or forced to serve the colonizers.</p> <p>Beginning in the early 17th century, English colonists enslaved African peoples. Slavery eventually became the economic engine of the majority of colonies. In this unit, slaves’ increasingly important roles in the colonies will be addressed.</p>	

Stage 2-Assessment	
Assessment: Formative: <ul style="list-style-type: none"> ● Formal assessments: quizzes, tests, writing prompts. ● Observations, participation, discussions 	Summative: <ul style="list-style-type: none"> ● Colonial job research ● Model of Colonial Village
Stage 3- Learning Plan	
Learning Activities <ul style="list-style-type: none"> ● Colonial Crafts Day (spring) ● Create map of 13 colonies ● Reading: Reading A-Z book “Colonial Times” (level L) ● “If you Lived in Colonial Times” by Ann McGovern ● discuss geography of natural resources ● create a model of a colonial village ● research colonial trades and decide which trade to study independently ● research the process of trades - for example where did the baker get the flour to make bread? How did the miller get the grain to process the flour - the interconnectedness of the trades can be traced in a “Trade Web” 	
Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students. <ul style="list-style-type: none"> ● Material will be presented through use of various multiple intelligences to meet the needs of all learners. ● Assign, assess, and modify if necessary to address needs of at-risk learners. 	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Language Arts – analyzing non-fiction text 	
Technology Integration of Standards:8.1.P.A.1, 8.1.P.A.2, 8.1.P.A.3, 8.1.P.A.4, 8.1.P.A.5, 8.1.P.A.6, 8.1.P.A.7 <ul style="list-style-type: none"> ● Utilization of Smart Board ● Internet Resources ● Chromebook for students to use for research or publishing written work. 	
Integration of 21st Century Skills: <ul style="list-style-type: none"> ● 9.1.4.E.1 Determine factors that influence consumer decisions related to money. ● 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions. ● 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. 	
List of Core Instructional and Supplemental Materials: <ul style="list-style-type: none"> ● The New Jersey Adventure, Chapter 5 ● Scott Foresman - New Jersey/Nystrom Units 2-3 	

Grade 4 Unit 4: The Road to War and A New Nation

Stage 1: Desired Results

Understandings

- Conflict is sometimes a necessity to achieve equality.
- The Declaration of Independence was written to explain why the colonists wanted to separate from Britain and identifies the natural rights of citizens.
- The regional geography of NJ played a crucial role in the American Revolution.
- The Founders believed that human beings had certain rights to life, liberty, and property, and to protect these rights people agree to obey the law and government they create.
- Democracy is self-government in a republican government that people elect individuals to represent their views in government and serve the common good.
- A constitutional government follows a set of rules and laws that outlines how government should be organized and run and what it should do.
- The Constitution and Bill of Rights reflect American values of fairness, equality and diversity by protecting individuals' right.

Essential Questions

- What do the terms equality and independence mean to you?
- When should we stand up for our beliefs?
- What conflicts led to the Revolutionary War?
- What was the importance in the development of the Declaration of Independence?
- What were some of the major NJ battles of the war?
- What was Washington's, Jefferson's, Franklin's and Livingston's role in the War and the formation of our Country?
- What is a democracy is and how is the United States a democratic republic?
- How do the Constitution and Bill of Rights protect our rights and protect American values of fairness, equality, and diversity?

Knowledge

Students will know...

- The British were imposing taxes on the Colonies.
- Colonists were divided in their views about the conflicts with England.
- The Declaration of Independence, Bill of Rights, and the Constitution

Skills

Students will be able to...

- Know the different laws which were the importance for starting the war such as the Stamp Act, Intolerable Acts, Townshend Acts, and taxes.
- Explain the Colonial resistance to British taxes.

<p>are major documents in American history.</p> <ul style="list-style-type: none"> ● NJ was an important battleground during the American Revolution. ● The outcome of the war lead to the establishment of our current government. ● American citizens have equal human rights. 	<ul style="list-style-type: none"> ● Identify the key principles, beliefs, and ideas expressed in the Declaration of Independence. ● Identify the major leaders and players during the Revolutionary period. ● Identify major battlegrounds in NJ during the American Revolution. ● Understand the significance of the Winter Encampment at Morristown. ● Explain the importance of democracy. ● Know the importance of the Constitutional Convention and the outcome. ● Understand the three branches of government and system of checks and balances. Pending 3rd grade revision.
<p>NJSLS- Social Studies 6.1.4.A.1-9, 11, 12, 14 6.1.4.D.4-8, 12</p>	<p>NJSLS for ELA Reading Informational Text: RI.4.1-4.10 Speaking & Listening: SL.4.1, 4.4-4.6 Writing: W.4.2-4.8 Language: L.4.1-4.6</p>
<p>Mandates: none</p>	
<p>Stage 2-Assessment</p>	
<p>Assessment: Formative:</p> <ul style="list-style-type: none"> ● Formal assessments: quizzes, tests, writing prompts. ● Observations, participation, discussions ● Road to Revolution timeline 	<p>Summative:</p> <ul style="list-style-type: none"> ● Write letters to King George ● Write parody songs playing part of Patriot or Loyalist ● Student analysis of key parts in the Declaration of Independence
<p>Stage 3- Learning Plan</p>	
<p>Learning Activities</p> <ul style="list-style-type: none"> ● Turn class into a “Colony” under the ruling of King George and impose taxes ● Road to Revolution smart notebook/powerpoint activities ● Song Parody ● Live the Revolution found at: http://www.mission-us.org/ Students can play the role playing game and then write about their journey being a Patriot. ● Hey, King: Get Off Our Backs! iCivics Lesson found at: http://www.icivics.org/teachers/lesson-plans/hey-king-get-our-backs ● Write letters to King George to argue taxation without representation 	

- Debate viewpoints of Patriots vs. Loyalists and make a prediction of what this choice might mean for them 5-10 years in the future.
- Boston Tea Party readers theater
- Nystrom Atlas lessons from Units 2-3
- Document major NJ battles
- “When Washington Crossed the Delaware “by Lynne Cheney A Read-Aloud book that tells the stories of the Battle of Trenton and the Battle of Princeton
- Analyze parts of the Declaration of Independence (kid friendly version)
- “I’m Just A Bill” Video found at:

<http://www.schooltube.com/video/a74532216237d9709f02/Schoolhouse%20Rock-%20How%20a%20Bill%20Becomes%20a%20Law>

(This Schoolhouse Rock video goes over the process of how a bill becomes a law.)

- Three Branches of Government: Introduction Video found at:
<http://www.schooltube.com/video/b2089b60d4001008461e/Three%20Branches%20of%20Government%20Introduction> (A short video that summarizes each branch of government.)
- “How does government affect me?” found at:
<http://pbskids.org/democracy/mygovernment/> A town map with informational captions that give information about how the government connects to our everyday lives.
- New Jersey Legislature Kid’s Page found at:
<http://www.njleg.state.nj.us/kids/index.asp>
- Ben’s Guide to the US Government

pending 3rd grade revision

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students.

- Material will be presented through use of various multiple intelligences to meet the needs of all learners.
- Assign, assess, and modify if necessary to address needs of at-risk learners.

Interdisciplinary Connections:

- Language Arts – analyzing non-fiction text

Integration of 21st Century Skills:

- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Technology Integration of Standards:

8.1.P.A.1, 8.1.P.A.2, 8.1.P.A.3, 8.1.P.A.4, 8.1.P.A.5, 8.1.P.A.6, 8.1.P.A.7

- Utilization of Smart Board
- Internet Resources
- Chromebook for students to use for research or publishing written work.

List of Core Instructional and Supplemental Materials:

- The New Jersey Adventure, Chapter 5
- Scott Foresman - New Jersey

- Nystrom Units 2-3

Grade 4 Unit 5: Building a Nation, Industrial Revolution

Stage 1: Desired Results

Understandings

- The Industrial Revolution changed the way we live.
- The geography of New Jersey helped the growth of industry in the United States, and encouraged transportation and trade between ports and cities.
- With change, reform is needed.

Essential Questions

- How did improvements in transportation and technology forever change society?
- How has the use of land and resources changed over time, and what has the impact been on the environment?
- How can we balance the need for economic growth and the preservation of a healthy environment?
- How is the common good included in decisions about how to use natural resources?

Knowledge

Students will know...

- Many people's ideas/inventions influenced the lives of New Jerseyans.
- Changes in NJ created or revealed problems that required reform.
- Production, labor, wage, capital, and profit are all directly related to the economy.

Skills

Students will be able to...

- Draw conclusions about the effects that inventions and technology had on social and economic activities.
- Describe agricultural improvements that were made by George Hammell Cook at Rutgers University.
- Describe the development of the steamboat by John Stevens.
- Compare communication today to the development of Morse Code and the telegraph by Samuel F. B. Morse.
- Understand the introduction of road building, canal travel, and railway travel; especially the Turnpike, Morris/Delaware/Raritan Canals, and the Camden/Amboy Railroad.
- Discuss the inventions of Henry Ford, Thomas Edison, and Alexander Graham Bell.
- Discuss John D. Rockefeller, monopoly, crude oil, big business, and pharmaceuticals.
- Explore economy, goods, services, capitalism, free enterprise, needs and wants, supply and demand.

	<ul style="list-style-type: none"> ● Investigate injustice and reform in areas such as child labor and slavery. ● Identify the impact that the growth of industry has had on our environment and natural resources.
NJSLS-Social Studies 6.1.4.A.9-11 6.1.4.B.4,5 6.1.4.C.1-5, 12-18 6.1.4.D.16	NJSLS for ELA Reading Informational Text: RI.4.1-4.10 Speaking & Listening: SL.4.1, 4.4-4.6 Writing: W.4.2-4.8 Language: L.4.1-4.6
Mandates: Amistad Commission Beginning in the early 17th century, English colonists enslaved African peoples. Slavery eventually became the economic engine of the majority of colonies. In this unit, slaves' increasingly important roles in the colonies will be addressed.	
Stage 2-Assessment	
Assessment: Formative: <ul style="list-style-type: none"> ● Formal assessments: quizzes, tests, writing prompts. ● Observations, participation, discussions 	Summative: <ul style="list-style-type: none"> ● Analyze historical photos of child labor and write a persuasive speech as a reformer of this time. ● Write an informative writing piece using inventions that were made at during the 1800's and how they changed day-to-day life in New Jersey.
Stage 3- Learning Plan	
Learning Activities <ul style="list-style-type: none"> ● Glogster Web Quest found at: http://missm413.edu.glogster.com/growth-and-industry/ Students visit web quest website independently or with a partner and summarize/write down at least 3 things they learned from each category in their own words. ● New Jersey History Kids Website Location #2 (Silk City) found at: http://www.state.nj.us/state/historykids/NJHistoryKids.htm (Students watch the educational video and then read & compare firsthand and secondhand accounts.) ● Morris Canal kid-friendly research link: http://www.morriscanal.org/kids.htm. After a short introduction to the canal, students can first brainstorm questions about the canal and then use the website to try to find answers. ● Reading A-Z book Thomas Edison found at: http://www.readingaz.com/book.php?id=703 Students can read the leveled reader as a class or in groups, and then utilize the text to identify problems that Edison's 	

inventions addressed, or problems and solutions that came up while Edison was in the process of inventing.

- New Jersey History Kids Website Location #4 (Thomas A. Edison’s Labs in West Orange) found at: <http://www.state.nj.us/state/historykids/NJHistoryKids.htm> Students watch the educational video and then analyze sayings/quotations by Edison.
- Create a classroom assembly line.
- “I Can be an Entrepreneur” found at: <http://www.econedlink.org/lessons/index.php?lid=476&type=educator> (Students brainstorm businesses they could start to earn money.) * have to register for site
- Musical Chairs found at: <http://www.econedlink.org/lessons/index.php?lid=1030&type=educator> (Students participate in musical chairs game to learn vocabulary for resources, scarcity, needs vs. wants). *have to register for site
- Nystrom lesson 33, 35, 36

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students.

- Material will be presented through use of various multiple intelligences to meet the needs of all learners.
- Assign, assess, and modify if necessary to address needs of at-risk learners.

Interdisciplinary Connections:

- Language Arts – analyzing non-fiction text

Integration of 21st Century Skills:

- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Technology Integration of Standards:

8.1.P.A.1, 8.1.P.A.2, 8.1.P.A.3, 8.1.P.A.4, 8.1.P.A.5, 8.1.P.A.6, 8.1.P.A.7

- Utilization of Smart Board
- Internet Resources
- Chromebooks for students to use for research or publishing written work.

List of Core Instructional and Supplemental Materials:

- New Jersey (Scott Foresman Kit), Explore our Land (Houghton Mifflin), Internet, Nystrom

Grade 4 Unit 6: Civil War and Immigration (pending 3rd grade review)	
Stage 1: Desired Results	
<p>Understandings</p> <ul style="list-style-type: none"> ● Injustice within a state/nation creates division. ● Documents can be created that change the course of history. ● Discrimination and persecution based on religion, race, or ethnicity has been a continuing problem in American society. ● Supporting human dignity sometimes involves making difficult decisions or putting one's own safety at risk. ● People immigrated to America for various reasons. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Why is it a struggle for different groups to obtain liberty and equality? ● What is the importance of freedom in the context of NJ participation in the Civil War? ● Many immigrants who settled in New Jersey faced harsh living and work conditions. ● How has immigration contributed to the diversity of NJ? ● How can people from different cultures live with tolerance and respect for each other?
<p>Knowledge Students will know...</p> <ul style="list-style-type: none"> ● that NJ had economic ties to the South, which caused conflict with abolitionists. ● The practice of slavery divided New Jerseyans and the nation, creating political and moral crises that led to the Civil War. ● Abolitionists with ties to New Jersey helped guide many escaped slaves to freedom. ● New Jersey's location and geography made it a transit point for the Underground Railroad. ● The Emancipation Proclamation and Lincoln's Gettysburg Address are major documents in American history. 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> ● Define abolition and explain why the need to abolish slavery divided loyalties in NJ. ● Interpret maps showing the routes of the Underground Railroad and Slave vs Free states. ● Describe the NJ role in the Underground Railroad. ● Analyze and interpret the Emancipation Proclamation and Gettysburg Address. ● Understand why people immigrated to NJ and the contributions made to our cultural climate. ● Describe the experiences of immigrants entering the US through Ellis Island.
<p>NJSLS-Social Studies 6.1.4.A.9, 10, 11, 15 6.1.4.D.2, 3, 9, 12, 14-16, 19, 20</p>	<p>NJSLS for ELA Reading Informational Text: RI.4.1-4.10 Speaking & Listening: SL.4.1, 4.4-4.6 Writing: W.4.2-4.8 Language: L.4.1-4.6</p>
<p>Mandates: Amistad Commission</p>	

Like many other states, New Jersey started out as a slave state. Soon, however abolitionists began to argue that slavery was wrong and worked to end slavery. New Jersey played an important role in the Underground Railroad. In this unit, students will discuss the social and economic impact of abolition in New Jersey.

Stage 2-Assessment

Assessment:

Formative:

- Formal assessments: quizzes, tests, writing prompts.
- Observations, participation, discussions

Summative:

- Debate between abolitionist and slave owner
- Ellis Island webquest

Stage 3- Learning Plan

Learning Activities:

- There are many Picture books on the Underground Railroad, slavery, and the Civil War which can be used to supplement this unit.
- Debate abolishing slavery vs. Fugitive Slave Act
- Mapping routes of the Underground Railroad through NJ (Unit 5 Nystrom Map lessons)
- The Underground Railroad: Escape from Slavery found at: http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm
An interactive online activity that offers a first-person account of being a slave and traveling on the Underground Railroad.
- The Underground Railroad: Glogster Webquest found at: <http://brzostowski.edu.glogster.com/glog-8577-2044/>
- About the 14th Amendment found at: <http://kids.laws.com/14th-amendment> (An online informational reading about the 14th Amendment for kids)
- Underground Railroad simulation game found at: <http://www.mission-us.org/>
- Journey to Ellis Island webquest
- Picture books about immigration and Ellis Island

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students.

- Material will be presented through use of various multiple intelligences to meet the needs of all learners.
- Assign, assess, and modify if necessary to address needs of at-risk learners.

Interdisciplinary Connections:

- Language Arts – analyzing non-fiction text and picture books

Integration of 21st Century Skills:

- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.

- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Technology Integration of Standards:

8.1.P.A.1, 8.1.P.A.2, 8.1.P.A.3, 8.1.P.A.4, 8.1.P.A.5, 8.1.P.A.6, 8.1.P.A.7

- Utilization of Smart Board
- Internet Resources
- Laptop for students to use for research or publishing written work.
- Webquest

List of Core Instructional and Supplemental Materials:

- New Jersey (Scott Foresman Kit), Explore our Land (Houghton Mifflin), Internet

Grade 4 Unit 7: Social Change in the Early 20th Century (WWI, Suffrage, Great Depression, WWII)

This unit should be taught within the Historical Fiction Reading unit and can be accomplished through book clubs

Stage 1: Desired Results

<p>Understandings</p> <ul style="list-style-type: none"> ● The effects of war and depression created social change within our state and country. ● Prejudice and racism exist, even in our own society. ● It is our responsibility to fight hatred and prejudice. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How did the experiences of going through two World Wars and the Great Depression change society? ● How can the challenges a nation faces create change? ● What are underlying causes of prejudice and racism? ● How can people from different cultures live with tolerance and respect for each other?
<p>Knowledge Students will know...</p> <ul style="list-style-type: none"> ● The ways the depression affected people, society, and the economy. ● That Americans worked together to support the war effort. ● Prejudice and racism can change a society. 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> ● Identify NJ contributions in WWI and WWII. ● List ways Americans helped the war efforts. ● Identify women who were key fighters for women’s suffrage and the Equal Rights Amendment. ● Explain the societal and economic effects of Depression on a nation. ● Demonstrate an appreciation of different cultures, beliefs, and religions.
<p>NJSLS-Social Studies 6.1.4.A.9,15,16 6.1.4.D.15-20</p>	<p>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 (e.g., chronology, comparison, cause/effect, problem/solution) 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. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive</p>

	<p>elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>
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Mandates: Holocaust Commission

In this unit, students will understand that genocide is a consequence of prejudice and discrimination. Adolf Hitler denied freedom to millions of people and led a campaign to eliminate the Jewish people of Europe. This campaign is known as the Holocaust, and claimed the lives of more than 6 million victims. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Stage 2-Assessment

<p>Assessment: Formative:</p> <ul style="list-style-type: none"> ● Formal assessments: quizzes, tests, writing prompts. ● Observations, participation, discussions ● Book club 	<p>Summative:</p> <ul style="list-style-type: none"> ● Book club projects
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Stage 3- Learning Plan

- Learning Activities:**
- Use non-fiction reading materials and picture books to support learning objectives, along with the Lucy Calkins unit of study.
 - Historical fiction book club (books appropriate to time period)
 - Analyze war posters (propaganda, comics, Rosie the Riveter, etc)
 - Graphic Organizer on causes and effects of WWI, Great Depression, WWII.

- Read Aloud: Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone
- Time for Kids: Women’s History Milestones found at: <http://www.timeforkids.com/news/womens-history-milestones/9731> (A timeline of historical events in women’s history)
- About the 19th Amendment found at: <http://kids.laws.com/19th-amendment> (An online informational reading about the 19th Amendment for kids)
- Nystrom Unit 6 lessons

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted/talented students.

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Interdisciplinary Connections:

- Language Arts – analyzing non-fiction text, historical fiction book clubs

Integration of 21st Century Skills:

- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
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Technology Integration of Standards:

8.1.P.A.1, 8.1.P.A.2, 8.1.P.A.3, 8.1.P.A.4, 8.1.P.A.5, 8.1.P.A.6, 8.1.P.A.7

- Utilization of Smart Board
- Internet Resources
- Chromebooks for students to use for research or publishing written work.

List of Core Instructional and Supplemental Materials:

- New Jersey (Scott Foresman Kit), Explore our Land (Houghton Mifflin), Internet, Nystrom, Leveled Readers

Fourth Grade Social Studies Pacing Guide

Unit	NJSLS	Marking Period	Weeks
Unit 1: The Land of New Jersey	6.1.4.B.4-10 6.1.4.C.14	MP 1	5-7 wks
Unit 2: Europeans in New Jersey, Early Exploration	6.1.4.A.9,15,16 6.1.4.D.15-20	MP 1	5-7 wks
Unit 3: Colonial Times and Sustainability: Learning from our past	6.1.4.B5, 7, 8, 10 6.1.4.D2, 9	MP 2	5-7 wks
Unit 4: The Road to War and A New Nation	6.1.4.A.1-9, 11, 12, 14 6.1.4.D.4-8, 12	MP 2/3	5-7 wks
Unit 5: Building a Nation, Industrial Revolution	6.1.4.A.9-11 6.1.4.B.4,5 6.1.4.C.1-5, 12-18 6.1.4.D.16	MP 3	5-7 wks
Unit 6: Civil War and Immigration	6.1.4.A.9,15,16 6.1.4.D.15-20	MP4	5-7 wks
Unit 7: Social Change in the Early 20th Century	6.1.4.A.9,15,16 6.1.4.D.15-20	MP4	4 wks

