



Park Hill School District

Building Successful Futures • Each Student • Every Day

4th Grade Social Studies Curriculum

Course Description:

In fourth grade, students engage in the study of events early in United States history ranging from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The survey of early American history requires that students generate and research compelling questions through the course of their studies.

Scope and Sequence:

Quarter	Unit	Timeframe
1	Unit 1: Regions of the United States	September/October
2	Unit 2: Migration	December
3	Unit 3: Causes of the American Revolution Unit 4: A New Nation	January-March
4		

Curriculum Revisions Tracking 2018-2019

- Added additional resources to Unit 2
- Eliminated redundant lessons

Unit 1: Regions of the United States

Subject: Social Studies

Grade: 4

Name of Unit: Regions of the United States

Length of Unit: 2-3 Weeks (Quarter 1)

Overview of Unit: In this unit students will explore the five regions of the United States--Midwest, Northeast, Southeast, West, Southwest. Within each region students will study a region's natural resources, culture, and significant individuals. This work will be completed in research groups that mirror those established later in the year in the 4th grade nonfiction reading units (Reading Science, Reading the World and Reading History).

Getting Ready for the Unit:

- Consider how you will set up and manage a social studies notebook students will use year-long throughout all four units.
- Review the article “Thinking Like a Historian” (on Schoology).
- Students will be working in four different research groups during both topics in this unit. Think about setting up your research groups in a similar way to how you will want to set them up for the reading units, Reading Science, Reading the World and Reading History. This will assist you later on in the year in those units having already introduced some of those structures.
- In Topic 2, EE #1 students will choose a significant individual to research through the lens of human resources and their impact. Below are possible significant individuals to students may consider:
 - Northeast: Captain Samuel Bellamy, Eli Whitney, Samuel Morse, Benjamin Franklin
 - Southeast: Henri de Tonti (Father of Arkansas), Juan Ponce de Leon, James Oglethorpe, Daniel Boone, Pocahontas
 - Southwest: Geronimo, Cherokee Tribe, Sam Houston
 - West: King Kamehameha, John McLoughlin
- Helpful Texts: *National Geographic Kids: United States Atlas*; Regions articles found on Schoology @ the following path: 4th grade--Social Studies--Unit 1 Regions--[individual region PDF write-ups]

Pre-Assessment (given prior to starting the unit):

- Provide students a map of the Midwest (on Schoology). Ask them to label the following elements:
 - State names
 - Capital cities (or major cities)
 - River systems
 - Mountains (Ozark)

Priority Standards for unit:

- 4.EG.5.D Describe how people are affected by, depend on, adapt to and change their physical environments in the past and present.
- 4.EG.5.F Identify different regions in the United States and analyze how their characteristics affect people who live there.

Supporting Standards for unit:

- 4.H.3.B Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.
- 4.H.3.C Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).
- 4.E.4.A.c Distinguish among natural, capital and human resources.
- 4.EG.5.A Construct and interpret historical and current maps.
- 4.EG.5.B: Name and locate specific regions, states, capitals, river system, and mountain ranges in the United States based on historical and current topics.
- 4.EG.5.C.a Identify and compare physical characteristics of specific regions within the nation.
- 4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
- 4.TS.7.A.b Analyze and use artifacts to share information on social studies’ topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
- 4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 4.TS.7.D With assistance, conduct and present social studies’ research to an audience using appropriate sources.
- 4.TS.7.E.a Generate compelling research questions about a social studies’ topic.
- 4.TS.7.D With assistance, conduct and present social studies’ research to an audience using appropriate sources.
- 4.TS.7.E.b Apply a research process to a compelling social studies’ question.
- 4.TS.7.F Research an appropriate social studies’ question and share results with an audience.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
4.EG.5.D	how people are affected by, depend on, adapt to and change their physical environments in the past and present.	Describe	Understand	1

4.EG.5.F	Different regions of the United States, how their characteristics affect people who live there	Identify, analyze	Knowledge, analysis	1, 4
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Essential Questions:

- How does location impact the way people live?
- What factors contributed to the different ways of life in each region?

Enduring Understanding/Big Ideas:

- Cultural characteristics such as language, celebrations, customs, holidays, artistic expression, food, dress and traditions are factors that influence daily life in different regions.
- Cultural interactions and conflicts among Native Americans, immigrants, enslaved and free African Americans impacted the way people lived in the United States.
- Geographic elements and the natural, human, and capital resources available within a region impact daily life and culture.
- I can analyze how people are affected by, depend on, adapt to, and change their physical environments.
- I can use geography to interpret the past and predict future consequences of humans actions.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
examine, describe, compare & contrast, analyze, construct and interpret, create, generate, identify, culture	regions, state, city, physical characteristics, human characteristics, capital resources, human resources, natural resources, geography

Topic 1: Geography of the United States by Region

Engaging Experience 1:

Teaching Point: “Today I’m going to teach you how the landscape of a certain area or region impacts the resources and lives of those who live there.”

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.EG.5.D; 4.EG.5.F

Supporting: 4.EG.5.A, 4.EG.5.B

Detailed Description/Instructions:

- **One way to do this** is to show a map of the United States (on Schoology) before it was settled. Have students note and study major geographic elements that exist in our country, considering how each contributed in shaping the land and region as we know it today.



Geographic features to note: Pacific and Atlantic Ocean, Rocky and Appalachian Mountains, Gulf of Mexico, Great Lakes, Rio Grande river, Midwest rivers system, Sonora Desert.

The purpose is to highlight the major geographic elements that exist in regions throughout the United States, and have students start brainstorming the impact they have on the land and the people who will eventually live there.

Questions to consider:

- What type of houses would need to be built?
- What type of clothing would people wear?
- What animals exist here? How do they affect the people and the land? Are the effects positive or negative?
- What helpful impact could these geographic elements have on the region? (commerce and economy)
- What harmful impact could these geographic elements have on the region? (weather, boundaries)

Bloom’s Levels: Knowledge

Webb’s DOK: 1

Engaging Experience 2:

Teaching Point: “Today I’m going to teach you about natural resources. Each region of the United States has its own unique natural resources, or materials that occur in nature, to be used for economic gain.”

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 4.EG.5.D; 4.EG.5.F

Supporting: 4.E.4.A.c; 4.EG.5.C.a

Detailed Description/Instructions:

- **One way to do this** is to read the section, “The Midwest: Great Lakes, Great Rivers” in *National Geographic Kids: United States Atlas*. Model for students how to annotate the text, paying close attention to the natural resources that exist in the midwest--forests, prairies, crops, rivers, corn, soybeans, dairy (cows).
 - Set-up students in partnerships to read about a specific state, annotating the natural resources that exist within it. Connect this to the concept of change over time. Are these natural resources still used in this way, or have we developed, adapted, or eliminated their use in the present day?

Bloom’s Levels: Comprehension

Webb’s DOK: 2

Engaging Experience 3:

Teaching Point: “Today you are going to research natural resources in other regions. Remember, natural resources are materials that occur in nature to be used for economic gain. Today we will learn what those are for each region.”

Suggested Length of Time: 2 sessions

Standards Addressed:**Priority:** 4.EG.5.D; 4.EG.5.F**Supporting:** 4.E.4.A.c; 4.EG.5.C.a**Detailed Description/Instructions:**

- **One way to do this** is on day one to divide students up into research groups based on the remaining four regions: Northeast, Southeast, Southwest, and West. Provide a large copy of the region overview for each group to read and annotate together. Effective structures for this could include jigsawing or designating a reader for the group, while others take part in annotating. ***Make sure to highlight the Economy Symbols under each state map to guide students to think about which of those are natural resources and where they can be found within each state.***
- **On day two** repeat the process from EE2, giving each student in the group their own state within that region to read and annotate for its natural resources. Connect this to the concept of change over time. Are these natural resources still used in this way, or have we developed, adapted, or eliminated their use in the present day?

Bloom's Levels: Comprehension**Webb's DOK: 2****Engaging Experience 4**

Teaching Point: "Today I'm going to teach you that each region also has its own culture or way of living. This culture includes traditions, food, music, tourist destinations and well-known landmarks."

Suggested Length of Time: 1 session**Standards Addressed****Priority:** 4.EG.5.D; 4.EG.5.F**Supporting:** 4.EG.5.A, 4.EG.5.B**Detailed Description/Instructions:**

- **One way to do this** is to model using the Midwest as an example. In your Social Studies notebook, develop a web to model how you read closely to annotate and find information in a text. Be sure to specifically highlight information related to traditions, food, music, and tourist destinations/landmarks.
 - Model this using a think aloud process.
- Note: Plan strategically to assign the Midwest to students who need strong support and background information to understand nonfiction text. Providing them with a region they know well will be an effective way to support them, and they will still have plenty of work to do on this day despite you using it in your lesson.
- All other groups will use the region article pertaining to the research group they have been assigned. Region articles can be found on Schoology @ the following path: 4th grade--Social Studies--Unit 1 Regions--[individual region PDF write-ups].

Bloom's Levels: Application**Webb's DOK: 2****Engaging Experience 5:**

Teaching Point: “Today you are going to research your state’s capital and major cities, considering how it impacts your state and region as a whole.”

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 4.EG.5.D; 4.EG.5.F

Supporting: 4.EG.5.A, 4.EG.5.B

Detailed Description/Instructions:

- **One way to do this** is to model using Missouri. Take this opportunity to note the different features/information provided on a physical map. Think aloud to show how you can identify Missouri’s state capital, major cities, and capital resources.
- Have students go back into their state text from EE 3 and analyze its map, highlighting its capital and major cities, as well as the impact of each.
 - What cities might be major cities? How do you know?
 - What impact do capital resources have on the state?
 - How do the resources contribute to your state’s success?
 - What resources are found in those locations? (*Refer to Economy Symbols key for major cities and capital on state map*)

Note: Plan strategically, giving this state to students who need strong support and background information to understand nonfiction text. Providing them with a state they know well will be an effective way to support them, and they will still have plenty of work to do on this day despite you using it in your lesson. St. Louis, Springfield, Branson, and Columbia can be cities they work to highlight.

Bloom’s Levels: Application

Webb’s DOK: 2

Topic 2: The Region’s People and Events

Engaging Experience 6:

Teaching Point: “In our first topic we learned about natural resources. In this topic we are going to learn about human resources, or a person’s abilities or skills that serve as a resource. We know so much about each of the regions that make up our country because of early explorers and significant individuals who contributed their human resources to make our country what it is today.”

Suggested Length of Time: 3-4 sessions

Standards Addressed

Priority: 4.EG.5.D, 4.EG.5.F

Supporting: 4.E.4.A.c, 4.H.3.B, 4.H.3.C

Detailed Description/Instructions:

- **One way to do this is** to continue having students work in their research teams with the states/regions from Topic 1. Have research teams decide who they will research and present on. Students research those people to answer the following questions (items in parentheses are from the “Thinking Like a Historian” article):
 - What makes this person significant to our country’s history? (Cause/Effect and Turning Points)
 - How do we see their accomplishments/ideals kept alive in our world today? Or are they? If they are not, why? (Continuity and Change, Using the Past)
 - What are unknown facts about this individual/group that help us understand the world they were living in at that time? (Through Their Eyes)
 - What human resources did the individual or group possess to contribute to our country?
- The teacher can model how to research using one of the following significant individuals from the Midwest:
 - Father Jacque Marquette and Louis Joliet
 - George Rogers Clark
 - Chief Pontiac
 - Father Louis Hennepin
 - The Iroquois, Adena, Hopewell or Mississippian tribes
 - Jean Nicolet
- Students then go into the research groups they used for regions to choose a significant individual from their area.

Bloom’s Levels: Analysis

Webb’s DOK: 3

Engaging Experience 7:

Teaching Point: “Today we are going to analyze the contributions of people in each region, considering the differences in their work and why that work was necessary in the specific time and situation in which they lived.”

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: 4.EG.5.D, 4.EG.5.F

Supporting: 4.H.3.B, 4.H.3.C

Detailed Description/Instructions:

- **One way to do this is** to have research groups present their significant individual to one other group for feedback/revision. The group listening to the information will take notes with a double entry format (see below). Assign each region to take notes on individuals from a different region. For example, Northeast takes notes on Southeast and vice versa, and Southwest takes notes on the West and vice versa.
 - Provide a note-taking structure such as a double entry journal page.

From the Presenter.. (Information)	From my Brain... (It Makes Me Think...)
● Quote	● Reaction

<ul style="list-style-type: none"> ● Fact ● Main idea ● Problem ● Key event 	<ul style="list-style-type: none"> ● Theory ● Comparison ● Explanation ● Idea
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- Research teams can get together after they have presented to share notes and make final adjustments to their presentation.

Bloom’s Levels: Analysis

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Region groups present to the class, with students taking notes on the significant individual(s) researched by each group.

Students will complete a research project creating a visual display about their significant individual, which could be a booklet, poster, or done electronically. Research teams should also include a map of their region and the states within it. The map should identify the physical characteristics of the region/area.

Another way to do this is to create a class website that all students could collaborate on using Google Sites. Each region would have it’s own page. Students would work individually throughout the unit to research their particular state within a region, and then would come together as a group to create the region page within the class website--deciding together what information to share out.

Unit 2: Migration of People

Subject: Social Studies

Grade: 4

Name of Unit: Migration of People

Length of Unit: 2-3 Weeks (Quarter 2)

Overview of Unit: In this unit students will be able to describe the migrations of Native Americans prior to 1800. Students will also be able to describe the roles of Native Americans, immigrants, African Americans, and women during this time period and their effect on the country at large.

Getting Ready for the Unit:

- Multiple website links are listed throughout the Engaging Experiences. These links are also available on Schoology under 4th Grade → Social Studies → Unit 2: Migration.

Pre-Assessment (given prior to starting the unit):

- [Migration Pre-Assessment](#) (also available on Schoology)

Priority Standards for unit:

- 4.EG.5.G: Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.
- 4.H.3.A.a: Describe the migrations of Native Americans prior to 1800.
- 4.H.3.A.b: Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
- 4.H.3.F: Investigate the causes and consequences of westward expansion prior to 1800.
- 4.GS.2.A: Explain how the purpose and roles of government were debated c. early settlements to 1800.

Supporting Standards for unit:

- 4.H.3.B: Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.
- 4.H.3.C: Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).
- 4.E.4.A.c: Distinguish among natural, capital and human resources.
- 4.E.4.D: Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).
- 4.EG.5.A: Construct and interpret historical and current maps.
- 4.EG.5.C.b Identify and compare diverse human geographic characteristics of the nation, such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system.
- 4.EG.5.E: Analyze how communication and transportation technologies affect people’s lives.
- 4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
- 4.RI.6.C Research stories and songs that reflect the cultural history of the early United States prior to 1800.
- 4.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
- 4.RI.6.E Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.
- 4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies’ sources with guidance and support.
- 4.TS.7.A.b Analyze and use artifacts to share information on social studies’ topics (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

- 4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
- 4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 4.TS.7.C Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
- 4.TS.7.D With assistance, conduct and present social studies' research to an audience using appropriate sources.
- 4.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 4.TS.7.E.b Apply a research process to a compelling social studies' question.
- 4.TS.7.F Research an appropriate social studies question and share results with an audience.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.EG.5.G	Geography, the past, future consequences as appropriate to topics and eras discussed	Use, interpret, predict	Application	3
4.H.3.A.a	the migrations of Native Americans prior to 1800.	Describe	Understand	2
4.H.3.A.b	The discovery, exploration, and early settlement of America by Europeans prior to 1800.	Describe	Understand	2
4.H.3.F	Causes and consequences of westward expansion prior to 1800.	Investigate	Analysis	3
4.GS.2.A	How the purpose and roles of government were debated c. early settlements to 1800	Explain	Understand	2

Essential Questions:

- Why do people migrate from one place to another?
- How do great migrations impact a region or the country?

Enduring Understanding/Big Ideas:

- I can describe the migrations of Native Americans and the discovery, exploration and early settlements of America by Europeans prior to 1800.

- I can examine the cultural interactions and conflicts among Native Americans, immigrants, enslaved and free African Americans prior to 1800.
- I can construct and interpret historical and current maps.
- I can analyze how people are affected by, depend on, adapt to, and change their physical environments.
- I can use geography to interpret the past and predict future consequences of humans actions.
- I can compare cultural characteristics such as language, celebrations, customs, holidays, artistic expression, food, dress and traditions across historical time periods in US history prior to 1800.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
discovery, exploration, settlement, debate	migration, Native American, African American, European, westward expansion, government

Topic 1: Migration and America’s 13 Original Colonies

Engaging Experience 1:

Teaching Point: “Historians, today we are going to think about why people migrate, or move, around the world. Sometimes people migrate because they are forced to and other times because they choose to. When people are forced to move it’s called a push and when they choose to move it’s called a pull. Today we will learn about each.”

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 4.EG.5.G

Supporting: n/a

Detailed Description/Instructions: **One way to do this** is to create an anchor T-chart labeled “Migration Pushes” and “Migration Pulls”. As a class, read pages 4-5 of the text, *Pushes and Pulls: Why Do People Migrate?* filling in examples of each on the chart. If time allows, brainstorm other examples as a class to add to the chart. You can explore the website at this link: <http://eschooltoday.com/migration/what-is-migration.html> for more information on push and pull factors (also on Schoology).

Bloom’s Levels: Comprehension

Webb’s DOK: 1

Engaging Experience 2:

Teaching Point: “Today we are going to learn how the earliest Native Americans came to North America from the Bering Land Bridge that connected Asia to the United States.”

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.H.3.A.a

Supporting: n/a

Detailed Description/Instructions:

- **One way to do this** is to break students into small groups and pass out maps illustrating early migration routes across the Bering Land Bridge. Pose the question, “What pull factors may have caused people to migrate to the Americas?” after reviewing the information from the Land Bridge map on Schoology or at: <https://genographic.nationalgeographic.com/land-bridge/>.
 - Click on “Migration Routes” to right → click on “Route Highlights” → select drop point that connects Asia to US in middle of screen to get a short summary of this migration route.
 - Give students time to look at migration routes map (on Schoology) and discuss in small groups. Allow students to share out.
<https://media.nationalgeographic.org/assets/photos/000/315/31519.jpg>

Bloom’s Levels: Comprehension

Webb’s DOK: 1

Engaging Experience 3:

Teaching Point: “Today I’m going to teach you that many early European explorers such as Christopher Columbus, Henry Hudson John Cabot and others, traveled great distances, facing treacherous conditions to discover the land we live on today.”

- Articles for each of these explorers can be found at on Schoology or: <https://newsela.com/text-sets/293132>.
- Note: Adjust the Lexile level within article to meet the needs of readers and assign explorers accordingly.

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority: 4.EG.5.G; 4.H.3.F

Supporting: 4.H.3.B, 4.H.3.C, 4.EG.5.A, 4.RI.6.E

Detailed Description/Instructions: **One way to do this is** to introduce the explorers and have students research them to find the following information:

- What was their purpose for exploration?
- Where are they from?
- What challenges did they face in their travels?
- Where did they settle?
- What happened to the Native Americans that lived where they settled?
- What was the geography like where they settled?

Have students set up note-taking for these questions using boxes-and-bullets to support the work of the writing unit. Additionally, students could create a map of where these explorers settled and write a short summary answering the questions above from their research notes.

Bloom’s Levels: Analysis

Webb’s DOK: 3

Engaging Experience 4:

Teaching Point: “We have been learning the different reasons people migrate and the challenges they face when they have to move. Our country stands today because people migrated to it and established settlements. We are going to learn about the two settlements established in the New World and determine if the reasons were pushes or pulls by those who settled the area.”

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.EG.5.G; 4.H.3.A.b; 4.GS.2.A

Supporting: 4.H.3.B, 4.E.4.D, 4.RI.6.E

Detailed Description/Instructions: One way to do this is to:

Compare and contrast the Jamestown and Powhatan settlements using the following articles:

- Provide the Newsela article on Jamestown (on Schoology): <https://newsela.com/read/gl-history-jamestown-english-america/id/22095/> to part of the class, and the Newsela article on Powhatan (on Schoology): <https://newsela.com/read/lib-ushistory-native-americans-virginia/id/29039> to the other half. As students read the text have them consider these questions:
 - What was the turning point for each group?
 - What changed during this time?
 - What continued or stayed the same?
 - How was the land governed or not governed? What was the impact?

Bloom’s Levels: Comprehension

Webb’s DOK: 2

Engaging Experience 5:

Teaching Point: “Yesterday we learned about the two settlements established in what is today called the United States. As the European settlers gained power and won wars against the Native Americans, colonies were established. Today you will work in research teams to investigate the colonies in your assigned region to understand what life was like during that time.”

Suggested Length of Time: 4-5 sessions

Standards Addressed

Priority: 4.EG.5.G; 4.H.3.A.b

Supporting: 4.H.3.B; 4.H.3.C; 4.E.4.A.c; 4.EG.5.C.b; 4.EG.5.E; 4.RI.6.A; 4.RI.6.C; 4.RI.6.D

Detailed Description/Instructions: One way to do this is to divide the class into three research groups and give each group a set of colonies-Northern, Middle, and Southern. Each group will research their assigned colony using articles about each colonial region. Review the boxes and bullets format for note taking.

- Who were the people on this land (notable Europeans, Native Americans, African Americans, explorers, women, etc.)?
- Why did they come to America?
- What were cultural interactions like at the time between Native Americans, immigrants, and African Americans?
- What were the primary natural, capital, and human resources at the time? How did these impact the economy of the region?

- What was life like there--education, language, ethnic background, political system, communication, transportation?
- What did these colonies celebrate? What were their traditions? Were there important songs that defined the culture and lifestyle of time?

Students will also be responsible for constructing a map of their colony.

Possible resources:

- http://www.softschools.com/facts/13_colonies/
- <https://newsela.com/read/lib-ushistory-early-colonies/id/28207>
- <http://www.history.com/topics/thirteen-colonies#>
- <https://www.landofthebrave.info/13-colonies.htm>

Bloom's Levels: Analysis

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Union Station is trying to decide on its new exhibit to put on display. They want the exhibit to address turning points in American History. Your goal is to set up a museum that highlights your colonial region to display information researched and acquired throughout the unit, highlighting those turning points for your colonies that would pique the interest of potential exhibitors.

Another way to do this is to create a virtual museum. Here is a [template](#) of a virtual museum created in Google Slides. The teacher could adjust the template as needed and then share out, or the teacher could show students how to create transitions and hot links to move to various slides throughout a presentation to create one from scratch.

Unit 3: Causes of the American Revolution

Subject: Social Studies

Grade: 4

Name of Unit: The American Revolution

Length of Unit: 4 weeks (Quarter 3)

Overview of Unit: The purpose of this unit is to build background knowledge of the causes of the American Revolution, starting with the French and Indian War. Students will be able to explain causes of The American Revolution, including the perspectives of different groups involved. Students will also identify significant individuals to America prior to 1800.

Getting Ready for the Unit:

- You will be provided an American Revolution text set that will include the following titles.
 - If You Were a Kid During the American Revolution by Wil Mara
 - Best Little Stories from the American Revolution by C. Brian Kelly
 - **Liberty! How the Revolutionary War Began by Lucille Recht Penner**
 - Split History: The American Revolution by Michael Burgan
 - George vs. George: The American Revolution as Seen From Both Sides by Rosaly Schanzer
 - A True Book: Paying Taxes
 - **The Scarlet Stockings Spy by Trinka Hakes Noble**
 - **Sybil’s Night Ride by Karen B. Winnick**
 - **Mumbet’s Declaration of Independence by Alix Delinois**
 - **Struggle for a Continent: The French and Indian Wars by Betsy Maestro**

The bolded titles are outlined specifically in an engaging experience, and the others are not. The purpose of this text set is to provide background knowledge for concept attainment and instructional delivery. Please feel free to utilize the texts as you see fit to support the teaching points within the unit. These titles could also be used to support research done in Unit 5 of reading and writing.

- **Timeline:** At the beginning of the unit the class will begin building a timeline of major events throughout the Revolution. Hand out the blank timeline in Schoology and start to add to it each day. Consider having students add to it at the end of each lesson. Allow students to turn and talk to summarize timeline entry before writing.

***Another way to do this:** Create a virtual timeline using [Sutori](https://www.sutori.com/) or a web outlining the causes of the American Revolution using [mindmeister.com](https://www.mindmeister.com/).

Resources for building unit background knowledge (links also available in Schoology)

- NewsELA Text Set Historical Thinking Skills: Early U.S. History https://newsela.com/text-sets/189886?utm_source=email&utm_campaign=share&utm_medium=web
- <http://www.american-revolutionary-war-facts.com/Events-Leading-To-American-Revolution/Events-Leading-to-American-Revolution.shtml>
- <https://kidskonnect.com/history/patriots-and-loyalists/>

Pre-Assessment (given prior to starting the unit):

- Provide a picture of George Washington, Paul Revere, King George III, and Benjamin Franklin and ask students to write what they know about each individual’s significance during the American Revolution (on Schoology). Also, ask the overarching questions--What was the American Revolution? Why was it an important moment in our nation’s history?

Priority Standards for unit:

- 4.PC.1.E: Describe the character traits and civic attitudes of historically significant individuals in American History prior to c. 1800.
- 4.H.3.D.a: Explain the causes of the American Revolution, including the perspectives of Patriots, Loyalists, Native Americans, African Americans and European allies.
- 4.H.3.D.b Explain the factors that contributed to the colonists' success.
- 4.H.3.E.b: Explain how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the United States prior to 1800.
- 4.GS.2.B: Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to 1800.

Supporting Standards for unit:

- 4.GS.2.C: Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
- 4.H.3.B: Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
- 4.H.3.C: Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).
- 4.E.4.B Conduct a public cost-benefit analysis.
- 4.E.4.C Explain how the government utilizes taxes to provide goods and services.
- 4.EG.5.E: Analyze how communication and transportation technologies affect people's lives.
- 4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
- 4.RI.6.B: Apply constructive processes or methods for resolving conflicts.
- 4.RI.6.E: Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.
- 4.TS.7.A.a: Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.
- 4.TS.7.A.b: Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 4.TS.7.B.a: Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
- 4.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 4.TS.7.C: Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
- 4.TS.7.D: With assistance, conduct and present social studies' research to an audience using appropriate sources.
- 4.TS.7.E.a: Generate compelling research questions about a social studies' topic.
- 4.TS.7.E.b: Apply a research process to a compelling social studies' question.
- 4.TS.7.F: Research an appropriate social studies question and share results with an audience.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.PC.1.E	the character traits and civic attitudes of historically significant individuals in American history prior to 1800.	Describe	Application/Analysis	3
4.H.3.E.b	how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the United States prior to 1800.	Explain	Application	3
4.H.3.D.a	the causes of the American Revolution including the perspectives of Patriots, Loyalists, Native Americans, African Americans, and European allies.	Explain	Synthesis	3
4.H.3.D.b	the factors that contributed to the colonists' success.	Explain	Understand	3
4.GS.2.B	peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800	Analyze	Analysis	3

Essential Questions:

- What events led up to America declaring independence from Great Britain?
- Who were the leaders on both sides? Who had power?
- Who else played a role in the war?

Enduring Understanding/Big Ideas:

- I can identify and describe the contributions of significant individuals to America prior to 1800.
- I can explain the causes of the American Revolution by looking at the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
identify, explain, describe, investigate, cause, effect, significant	contributions, American Revolution, Battle of Yorktown, Patriots, Loyalists, allies, Native Americans, African Americans, King George III, Samuel Adams, Patrick Henry, Benjamin Franklin, George Washington, Sons of Liberty, Paul Revere, Daughters of the Revolution, Thomas Jefferson, John Hancock, minutemen, militia, Parliament, Continental

Topic 1: Tensions with Great Britain

Engaging Experience 1

Teaching Point: “Today I am going to teach you about the causes and effects of the French and Indian War and the perspectives of the Native Americans during this time.”

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 4.H.3.D.a

Supporting: 4.RI.6.B, 4.RI.6.E

Teacher Background: As the American colonies grew, settlers began pushing west, clearing woods and building towns. This rich land was home to many powerful Native American peoples at the time, but the colonists saw the Native Americans as barbarians and didn’t consider that they had a claim to the land. France and Great Britain also claimed this land. This created tensions between the Native Americans, American colonists, British, and French, setting the stage for a bloody war. Native Americans aligned themselves with the French, because the British colonists did not respect their lands. At the end of this long war, the British were victorious over the French. The British victory was due to the fact that Benjamin Franklin recruited American colonists to fight at the same time that Great Britain sent over troops to fight alongside the colonists. After their victory, the British army stayed in the colonies, becoming known as the Redcoats. Great Britain needed a way to pay for the costly war, so they began taxing American colonists.

Detailed Description/Instructions: One way to do this is to watch chapters 5-7 from the Safari Montage video *Origins of Democracy (1688-1765)* to discuss causes and effects of the French and Indian War. You will also want to read pages 4 - 5 in *Liberty! How the Revolutionary War Began* by Lucille Recht Penner, focusing on the Native American perspective of this war. As you read, lead a whole group discussion on the perspectives of the Native Americans at this time.

Possible Discussion Questions:

1. What were colonists’ views of the Native Americans? *They were barbarians.*
2. Why did the Native Americans agree to help the French? *The British colonists did not respect the Native Americans and their lands.*
3. What were the British and French fighting over? *The Ohio River Valley, new territory farther west*
4. How did the British win this war? *The British sent troops from Great Britain, leaders from the colonies, like Benjamin Franklin, recruited American colonists to fight.*
5. What were the effects of this war within the colonies? *British army stayed in North America (Redcoats), Great Britain needed a way to pay for the costly war so they began taxing American colonists.*

After the discussion, break students up into discussion groups, asking them to step into the shoes of a Native American at this time. Allow students time to discuss the following question:

- If you were a Native American at this time, what would you want to say to the Europeans fighting over land in North America?

After students share their ideas with their discussion group, they will write a letter to the French and British from the perspective of a Native American at this time, using points from their discussion.

Fill in the timeline with today's entry (e.g., "1754-1763 Great Britain wins the French and Indian War and new lands out west")

Bloom's Levels: Application

Webb's DOK: 2

Engaging Experience 2

Teaching Point: Today we are going to start analyzing the causes and effects of battles and wars. Despite winning the French and Indian War, tension and conflict existed between the American colonists and Great Britain due to taxation.

Suggested Length of Time: 2 sessions

Standards Addressed:

Priority: 4.H.3.D.a

Supporting: 4.E.4.C

Teacher Background: The French and Indian War gave Great Britain power over new lands in North America and created the problem of having to govern and protect these lands. This forced Great Britain to place taxes on American Colonists to pay for the costly war and to continue to govern the colonies.

Detailed Description/Instructions: One way to do this is to read pages 11-13 of *The Revolutionary War* By Josh Gregory found on *Freedom Flix* through Mid-Continent Public Library. As you read, draw attention to the various causes and effects of the taxation acts placed on American colonists. Have students underline causes with blue and effects with red as you read and discuss.

Possible Discussion Questions:

1. Why did British Parliament begin issuing more taxes? *They needed to payback debt from the French and Indian War.*
2. What did the colonists do in response to the Townshend Acts? *They began smuggling goods in so they didn't have to pay British taxes on imported goods.*
3. How did the colonists react to being taxed by Great Britain? *They grew angry and began rioting, threatening British merchants, and smuggling goods into America.*
4. What does "no taxation without representation" mean? *If colonists don't get a vote in decisions made by British Parliament, British Parliament should not be allowed to place taxes on American colonists.*
5. How would you feel if you were a colonist at this time?

Students could then create their own cause and effect chart in their notebook, or use the [Causes and Effects of British Taxation on American Colonists](#) matching activity linked in Schoology to cut apart and match causes and effects. These matches can be glued in their notebooks.

Matching Activity Key:

Cause	Effect
Great Britain needed to pay off war debt.	Great Britain began taxing the American colonies to

	earn more money.
British Parliament issued the Sugar Act placing a high duty tax on sugar and molasses imported from non-British merchants.	Colonists are forced to purchase all of their sugar and molasses from British merchants.
British Parliament issued the Stamp Act, placing a tax on almost all printed papers (newspapers, legal documents, and certain kinds of books.)	Colonists burned stamps, rioted, and threatened British workers in charge of stamps.
Colonial merchants began refusing to purchase goods from British merchants.	The Stamp act is repealed by British Parliament.
British Parliament issues the Townshend Acts, placing a tax on goods such as glass, paper, and tea.	Colonist began smuggling goods such as tea into the country so they would not have to pay taxes.

- *Fill in classroom timeline*

Bloom's Levels: Application

Webb's DOK: 2

Engaging Experience 3

Teaching Point: “Yesterday, we discussed the causes and effects of taxation on the American colonists. Today, we are going to use a primary source to further explore the colonists’ growing frustration with Great Britain because of these policies.”

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.H.3.D.a

Supporting: 4.TS.7.A

Detailed Description/Instructions: **One way to do this** is to read a primary source about the Stamp Act such as <https://newsela.com/read/primary-source-ben-franklin-stamp-tax/id/28578> (on Schoology). This is an interview between Benjamin Franklin and the British Parliament. After students read the interview, discuss Franklin’s change in attitude toward the British Parliament.

Possible Discussion Questions:

1. Why have Benjamin Franklin’s views changed? *Parliament began taxing colonists too much.*
2. What concerns does he have regarding taxation and how the British parliament will spend the money? *He is not convinced that the money from taxes won’t go to other British colonies outside of North America.*
3. What does Franklin predict will happen if British parliament forces colonists to pay these taxes? *The colonists will refuse to buy British goods. British soldiers will have to force colonists to pay.*
4. Do you think all colonist felt like Franklin? *No. Some were still loyal to Great Britain.*

After discussion, consider having students do a quick write about Benjamin Franklin. What character traits did Benjamin Franklin exhibit and why?

- *Fill in classroom timeline*

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Teaching Point: "Tensions continued to mount due to taxation and British troops patrolling the city. As a result, colonists began to protest. Today I am going to teach you about the causes and effects of that protest, known as the Boston Tea Party."

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority: 4.H.3.D.a

Supporting: 4.H.3.B, 4.TS.B.a

Teacher Background: Yesterday you taught about the growing tensions between American colonists and Great Britain due to the increasing taxes placed upon the colonists. This growing tension caused Great Britain to send more British troops to the colonies. Colonists, still angry about the taxes placed on them, became resentful that British troops were in their cities and revolted through the Boston Tea Party.

Detailed Description/Instructions:

One way to do this is to have students watch a video about The Boston Tea Party. Some suggestions are <http://www.havefunwithhistory.com/activities/btp.html> or *Liberty's Kids: The Boston Tea Party* on Safari Montage. Take some time to discuss as students view the video.

After viewing the video, read the article [Tea Troubles: The Boston Tea Party](#) in Schoology. Have students stop to annotate and discuss causes and effects of The Boston Tea Party.

Possible Discussion Questions:

1. Why did the British Parliament issue the Tea Act? *Great Britain didn't mean to anger the colonists, they passed the Tea Act because they wanted to help the East India Company get out of debt.*
2. Why were the colonists angry about the Tea Act? *It was another example of "taxation without representation." American tea sellers would be put out of business because everyone would buy tea from the East India Company.*
3. Who were the Sons of Liberty? *A group of Patriots that were determined to change the way Great Britain was treating American Colonists.*
4. Why did the Sons of Liberty decide to throw the tea overboard? *It was a nonviolent protest to show Great Britain they were angry with the British Parliament. The Sons of Liberty wanted a say in the decisions Parliament was making regarding American laws and taxes.*

5. What effect did this event have on the British? *The Boston Tea Party angered Great Britain. They issued the Intolerable Acts the next year, closing the port entirely.*
 - After reading and discussing the article, have students write a newspaper headline and article about the events of the Boston Tea Party. Students should write a detailed account of what happened at the Boston Harbor, including eyewitness accounts and illustrations, using the article as a reference. Knowing that 4th grade students have not studied newspaper writing, you may want to provide students with some copies of Time for Kids or Scholastic News to study as mentor texts for this article. The goal isn't to have a perfectly written piece of journalism but rather to provide a way for students to synthesize their learning through this writing.
 - *Fill in classroom timeline*

Bloom's Levels: Application

Webb's DOK: 3

Engaging Experience 5

Teaching Point: “Tensions were mounting even more, and Great Britain created a series of laws called the Intolerable Acts. Today I am going to teach you how the Intolerable Acts placed on American Colonists began forcing colonists to take sides. Those who opposed Britain’s actions were called Patriots. Those still loyal to Great Britain were called Loyalists, and those that were undecided were called undecideds or neutral.”

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 4.H.3.D.a

Supporting: 4.H.3.B

Teacher Background: Yesterday you learned about one way the colonists responded to the taxes placed on them by the British Parliament. After the Boston Tea Party, Great Britain was angry at the colonists and considered them ungrateful. In response to the colonists’ protests, Great Britain passed a series of laws to punish the people of Boston.

Detailed Description/Instructions:

- **One way to do this** is to visit the link below (also on Schoology) on day one: <http://www.american-revolutionary-war-facts.com/Events-Leading-To-American-Revolution/Intolerable-Acts-Facts.html> to read an overview of the Intolerable Acts or watch *Liberty's Kids: The Intolerable Acts* on Safari Montage. You may just want to highlight a couple of these Acts, such as the Quartering Act and the Boston Port Act, and talk about why these would anger the colonists and force them to start choosing sides as a Patriot or Loyalist.
- On day 2, go to Patriots vs. Loyalist PowerPoint (on Schoology) to lead a discussion on the perspectives of each side. After the class discussion, give students the [Loyalist vs. Patriot sorting cards](#) (on Schoology). Students can work in partners or small groups to discuss and sort cards into the Patriot or Loyalist side. Ask students what side they would choose if they lived in this time as an American Colonist. Note that students will be doing more in-depth work with Patriot and Loyalist perspectives in Topic 2 of the Reading History unit.
- *Fill in classroom timeline*

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: The American Revolution

Engaging Experience 6

Teaching Point: “Today I am going to teach you about how representatives from the colonies met to discuss what should be done in response to the Intolerable Acts. This meeting was known as the First Continental Congress. Representatives were hopeful for a peaceful resolution but began to prepare for a war by training militia.”

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: 4.H.3.D.a, 4.PC.1.E, 4.GS.2.B

Supporting: 4.H.3.B, 4.H.3.C, 4.RI.6.B, 4.TS.7.A.a

Detailed Description/Instructions: One way to do this is to read Chapter 2 in *The Revolutionary War* by Josh Gregory found on *Freedom Flix* through Mid-Continent Public Library. Discuss what the First Continental Congress was and the demands made to Great Britain in hopes of a peaceful resolution.

● **Questions to guide thinking:**

- What did the Continental Congress decide about making decisions regarding taxes? *They agreed that the colonies should be free from any taxes for which they did not vote.*
- What did the representatives decide about the British military? *They agreed that the British military should not be allowed in the colonies without American permission.*
- What rights did the Continental Congress demand from King George III? *The right to hold meetings, the right to a fair trial by jury, and the right to own property.*
- What did the colonists agree to do until their demands were met? *They agreed to stop importing goods from the British if the demands were still not met within a year.*

From Safari Montage, watch *Liberty's Kids: Liberty or Death*, from 14:37 - 16:17 to view Patrick Henry's speech. Display this quote from a speech given by Patrick Henry at a church in Virginia: “*The war is inevitable - and let it come!...gentlemen may cry Peace, Peace, but there is no peace. The war has actually begun! I know not what course others may take; but as for me, give me liberty, or give me death!*” Allow students time to write down their thoughts about this quote and share out. What is Patrick Henry's attitude toward tensions with Great Britain? Why do you think he feels so passionate about his cause? What do the words “*give me liberty, or give me death!*” mean?

- ***Fill in classroom timeline***

Bloom's Levels: Application

Webb's DOK: 3

Engaging Experience 7

Teaching Point: “Today I am going to teach you about how the British troops responded to new militias in the colonies by firing the first shots of the Revolutionary War. This battle is known as The Battle of Lexington and Concord.”

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 4.PC.1.E, 4.H.3.D.a, 4.GS.2.B

Supporting: 4.H.3.B, 4.H.3.C, 4.RI.6.B, 4.TS.7.A.a, 4.TS.7.B.a, 4.TS.7.A.b

Teacher Background: Though the First Continental Congress was hopeful for a peaceful resolution, they but agreed to begin building up a volunteer army in case their demands were not met by the British Parliament.

Detailed Description/Instructions:

One way to do this is to watch Chapter 3 of the video, *Freedom A History Of US: Independence* on Safari Montage and discuss. Another resource you can use for this lesson is *Liberty! How the Revolutionary War Began* by Lucille Recht Penner, pages 26-31.

● **Possible Discussion Questions:**

- What did the colonists do to prepare for war? *Stockpile ammunition and gather soldiers.*
- How did Paul Revere know the British troops were marching? *Two lanterns were hung in the steeple of a church.*
- How did Paul Revere warn the colonists about the British troops? *He rode through Concord on horseback yelling “The regulars are out!”*
- Why do you think the American colonists fighting against the British were called minutemen? *They had to be ready at a moment’s notice.*
- How did the minutemen defeat the British troops? *They ran ahead and hid on both sides of a narrow road to ambush the British troops.*
- How is power shifting? Who is leading? Who is overlooked?

After discussion, hand out copies of [Amos Doolittle’s engravings](#) (on Schoology) of the Battle of Lexington to small groups. There are two different engravings to study. Explain that Amos Doolittle, a Connecticut minuteman, was not present at the battle of Lexington and Concord. He went to Lexington and Concord two weeks after the battles and made the engravings based on his visit and interviews with people present at the battles. Have groups of students study the engravings and answer the following questions: What do you see happening in the engravings? What is Amos’s point of view of the battles? How do you know?

● ***Fill in classroom timeline***

Bloom’s Levels: Analysis

Webb’s DOK: 3

Engaging Experience 8

Teaching Point: “Today, we are going to analyze the significance of the Second Continental Congress and how the Declaration of Independence affected people. This was a document written by Thomas Jefferson declaring independence from Great Britain.”

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 4.PC.1.E, 4.H.3.E.b, 4.GS.2.B

Supporting: 4.GS.2.C, 4.H.3.C, 4.RI.6.B, 4.TS.7.A.a

Detailed Description/Instructions: One way to do this is to read and discuss [The Declaration of Independence and its Legacy](#) (on Schoology) or from Safari Montage watch *The Journey of the One and Only Declaration of Independence* and discuss what this declaration means for the colonists.

Possible Discussion Questions:

1. Did all of the representatives in the Second Continental Congress want a war? *No. Many still wanted to avoid war and wrote the Olive Branch Petition as a final attempt to solve problems between American and Great Britain peacefully. King George refused to receive it and prepared for war.*
2. How did the representatives of the Second Continental Congress begin preparing for war? *The representatives responded by organizing a formal army, appointing George Washington as General and Commander-in-Chief.*
3. Who wrote the Declaration of Independence and what was it? *Thomas Jefferson. It was a document formally stating that America was independent of Great Britain. It outlined basic human freedoms.*

Give each student a copy of [The Declaration of Independence activity page](#) (on Schoology), discuss and complete.

- *Fill in classroom timeline*

Bloom's Levels: Application

Webb's DOK: 2

Engaging Experience 9

Teaching Point: "After the Declaration of Independence was written, the colonists and British troops continued fighting for seven years. Many battles were won and lost in that time. Today, we are going to connect what we've learned in researching significant individuals to another significant battle--the Battle of Yorktown in 1781."

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.PC.1.E, 4.H.3.D.b

Supporting: 4.H.3.B, 4.H.3.C

Detailed Description/Instructions:

One way to do this is to assign students to research groups or partnerships. Allow students time to read about the Battle of Yorktown using the article from <https://www.landofthebrave.info/battle-of-yorktown.htm> or http://www.ducksters.com/history/battle_of_yorktown.php (both on Schoology) and answer the following questions:

1. Who were the leaders of the Battle of Yorktown?
2. What groups fought on each side in the Battle of Yorktown?
3. Why was this battle significant?
4. What events led to the colonists' success?

Discuss answers as a class.

- Who has power now? How has it shifted? Who is being overlooked?

- *Fill in classroom timeline*

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 10

Teaching Point: “Today I want to teach you that historians often stop and reflect on what they've learned before they go forward. Today we are going to use our timelines to reflect, then you will choose to focus on one event on your timeline.”

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.H.3.D.a

Supporting: 4.H.3.B

Detailed Description/Instructions:

One way to do this is to ask students to write a response describing one event from their timeline and tell how this event contributed to the start of the Revolutionary War. They will also include the Colonists' and British perspective of this event.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Analyzing Perspectives of the American Revolution

Possible Books to use in this Topic:

African American:

- *African American Soldiers in the Revolutionary War* by Lucia Raatma
- *America's Black Founders* by Nancy Sanders
- *Crispus Attucks: Hero of the Boston Massacre* by Anne Beier
- *Mumbet's Declaration of Independence* by Alix Delinois (provided)
- *Everybody's Revolution* by Thomas Fleming (includes African-American and female perspectives as well)

Native American:

- *Struggle for a Continent: The French and Indian Wars* by Betsy Maestro (provided)
- Links on Schoology:
- <http://www.historywiz.com/nativesrevolution.html>
- http://www.ducksters.com/history/colonial_america/french_and_indian_war.php

Women:

- Link on Schoology:
- <https://allthingsliberty.com/2013/10/10-amazing-women-revolutionary-war/>
- *Mumbet's Declaration of Independence* by Alix Delinois (provided)
- *Sybils' Night Ride* by Karen B. Winnick (provided)
- *Founding Mothers: Remembering the Ladies* by Cokie Roberts

- *The Flag Maker* by Susan Campbell Bartoletti
- *Everybody's Revolution* by Thomas Fleming (includes African-American and female perspectives as well)
- *They Called Her Molly Pitcher* by Anne Rockwell
- *Independent Dames* by Laurie Halse Anderson
- *The Scarlet Stockings Spy* by Trinka Hakes Noble

Engaging Experience 11

Teaching Point: “Many individuals and groups played a role during the war, not just the Patriots and Loyalists. Today I’m going to teach you how to analyze the perspectives of Native Americans, African Americans, women, and European allies during the war.”

Suggested Length of Time: 4-5 sessions

Standards Addressed

Priority: 4.PC.1.E, 4.H.3.D.a, 4.H.3.D.b

Supporting: 4.H.3.B, 4.H.3.C, 4.RI.6.E

Detailed Description/Instructions:

One way to do this is to have students work in one of three research groups: African Americans, Native Americans, or women. Within these groups the individual student determines their own research topic (e.g. Betsy Ross’s contributions through the lens of change and continuity or African American Loyalist soldiers’ perspective through the lens of cause and effect).

Consider the following topics when researching each group or individual:

- Traits
- Attitudes
- Contributions
- Roles
- Perspectives

Research one or two of these topics through one of the following lenses (refer to “Thinking Like a Historian” article on Schoology):

- **Cause and effect**
 - What were the causes of past events?
 - What were the effects?
- **Change and continuity**
 - What has changed?
 - What has remained the same?
- **Turning points**
 - How did the past decisions or actions affect future choices?
- **Through their eyes**
 - How did people in the past view their world?

On Schoology, see the Significant Individuals link as well as the Roles of Women link.

<http://historyofmassachusetts.org/the-roles-of-women-in-the-revolutionary-war/>

Bloom’s Levels: Synthesis

Webb’s DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

See the Continental Congress debate lessons in Topic 2 of [Reading History](#).

Unit 4: A New Nation

Subject: Social Studies

Grade: 4

Name of Unit: A New Nation

Length of Unit: Approximately 2-3 weeks (Quarter 3)

Overview of Unit: In this unit, students will learn what factors influenced conflicts of the past and of the present. With support, students will analyze the text of the Declaration of Independence and the United States Constitution including the Bill of Rights. Additionally, students will explain the significance of national symbols during this time period, including the Statue of Liberty, bald eagle, Confederate flag, American flag, National Anthem and Liberty Bell.

Getting Ready for the Unit:

- You will be provided an American Revolution text set that will include the following titles.
 - If You Were a Kid During the American Revolution by Wil Mara
 - Best Little Stories from the American Revolution by C. Brian Kelly
 - **Liberty! How the Revolutionary War Began by Lucille Recht Penner**
 - Split History: The American Revolution by Michael Burgan
 - George vs. George: The American Revolution as Seen From Both Sides by Rosaly Schanzer
 - A True Book: Paying Taxes
 - **The Scarlet Stockings Spy by Trinka Hakes Noble**
 - **Sybil's Night Ride by Karen B. Winnick**
 - **Mumbet's Declaration of Independence by Alix Delinois**
 - **Struggle for a Continent: The French and Indian Wars by Betsy Maestro**

The highlighted titles are outlined specifically in an engaging experience, and the others are not. The purpose of this text set is to provide background knowledge for concept attainment and instructional delivery. Please feel free to utilize the texts as you see fit to support the teaching points within the unit.

- The links below are also embedded within the engaging experiences.
 - <https://www.loc.gov/resource/bdsdcc.02101/>
 - http://www.ducksters.com/history/declaration_of_independence.php
 - <https://www.wdl.org/en/item/2708/>
 - <https://quizlet.com/subject/constitution/>

- <http://www.socialstudiesforkids.com/subjects/constitution.htm>
- http://www.ducksters.com/history/us_constitution.php
- http://www.ducksters.com/history/us_bill_of_rights.php
- <http://www.enchantedlearning.com/history/us/symbols/>

Pre-Assessment (given prior to starting the unit):

- Students could complete a KWL on Declaration of Independence and the United States Constitution.
- Students could complete a T-chart labeling on the left side what they already know about the Declaration of Independence and add new learning to the other side of the T-chart. The same could be done for the United States Constitution
- Students could complete a gallery walk consensogram. On chart paper, draw quadrants listing levels of knowledge for each topic from, “What is...?” , “I’ve heard about ...”, “I know a few things about...”, “I’m an expert and could teach others about ...”

Priority Standards for unit:

- 4.GS.2.B Analyze peaceful resolutions of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800 (e.g., Establishment of Jamestown, Bill of Rights, Continental Congress, etc.)
- 4.PC.1.A: With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed, and the redress of grievances.
- 4.PC.1.B With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.
- 4.PC.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 4.H.3.E.b Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.

Supporting Standards for unit:

- 4.GS.2.A Explain how the purpose and roles of government were debated c. early settlements to 1800.
- 4.GS. 2.C: Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
- 4.GS.2.D: Identify and explain the functions of the three branches of government in the federal government.
- 4.H.3.B: Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
- 4.H.3.C Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).
- 4.H.3.D.b Explain the factors that contributed to the colonists’ success.
- 4.H.3.F: Investigate the cause and consequences of westward expansion prior to 1800.

- 4.E.4.A.c Distinguish among natural, capital and human resources.
- 4.E.4.D Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).
- 4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
- 4.RI.6.B Apply constructive processes or methods for resolving conflicts.
- 4.RI.6.C Research stories and songs that reflect the cultural history of the early United States prior to 1800.
- 4.RI.6.D: Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
- 4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.
- 4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
- 4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 4.TS.7.C Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
- 4.TS.7.D With assistance, conduct and present social studies' research to an audience using appropriate sources.
- 4.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 4.TS.7.E.b Apply a research process to a compelling social studies' question.
- 4.TS.7.F Research an appropriate social studies question and share results with an audience.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.PC.1.A	the text of the Declaration of Independence; important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	With assistance, read and analyze; determine	Understand Analyze	3
4.PC.1.B	the text of the U.S. Constitution; important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	With assistance, research and analyze; determine	Understand Analyze	3
4.PC.1.C.a	the major purpose of the Bill of Rights.	Explain	Understand	2

4.PC.1.C.b	the text of the U.S. Constitution; important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	With assistance, research and analyze; determine	Understand Analyze	3
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Essential Questions:

- How did our founding documents shape our nation, resolve conflicts, and establish citizens’ rights?

Enduring Understanding/Big Ideas:

- I can determine the key ideas in the Declaration of Independence including inalienable rights, government by the consent of the governed, and the redress of grievances.
- I can determine the key ideas in the U.S. Constitution including limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty.
- I can explain the purpose of the Bill of Rights and identify some of the basic rights and freedoms.
- I can identify and explain the importance of national symbols.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Analyze Determine Explain Identify Recognize Research	Bill of Rights checks and balances Declaration of Independence inalienable rights popular sovereignty separation of powers United States Constitution

Topic 1: National Documents

Engaging Experience 1

Teaching Point: Today I’m going to teach you how the events leading up to America declaring independence set a foundation for the country we have become today.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 4.PC.1.A

Supporting: 4.PC.1.D, 4.PC.1.E, 4.GS.2.A, 4.GS.2.B, 4.RI.6.B

Detailed Description/Instructions:

One way to do this would be to review the timeline of events from the American Revolution that the students just created in the previous unit.

Timeline link: <http://www.ducksters.com/history/revolutionarywartimeline.php>

Explain to students that the structure of the Declaration of Independence is structured like a persuasive essay. The beginning is a claim outlining why the colonies should be independent from Great Britain. Then the writers outline reasons why, providing evidence against the King for his unlawful ruling. Have students use the events of the Revolutionary War timeline to determine evidence the colonists likely used against the King. Then go to the Declaration of Independence

Bloom's Levels: Understand, analyze

Webb's DOK: 3

Engaging Experience 2

Teaching Point: Today, we are going to apply close reading strategies to research and analyze the text of the Declaration of Independence.

Suggested Length of Time: 2 sessions

Standards Addressed:

Priority: 4.PC.1.A

Supporting: 4.PC.1.D, 4.GS.2.A

Detailed Description:

Primary source of Declaration of Independence can be found at this link:

<https://www.loc.gov/resource/bdsdcc.02101/>

One way to do this is for teachers to discuss the document is to refer to the links below and talk as a whole class about what the Declaration means and it needed to be written. One way to do this would be to have students focus on the important line from the Declaration of Independence that states, "all men are created equal and they are all entitled to life, liberty, and the pursuit of happiness." However, even though the Declaration was meant to show that people were equal, that wasn't the way of life in the colonies for ALL groups or people.

<http://kids.laws.com/declaration-of-independence>

http://www.ducksters.com/history/declaration_of_independence.php

Bloom's Levels: Understand, analyze

Webb's DOK: 3

Engaging Experience 3

Teaching Point: Today, we are going to apply close reading strategies research and analyze the Articles of Confederation and the Constitution. Each document had a purpose in its time and we will examine why one still exists and the other does not.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 4.PC.1.B

Supporting: 4.PC.1.B.a, 4.PC.1.D, 4.GS.2.A, 4.GS.2.B, 4.RI.6.B

Detailed Description/Instructions: **One way to do this** is to have a discussion about the Articles of Confederation and look at what it said and why it didn't work.

Another way to do this is to have students create a plus/delta chart about the Articles of Confederation around the question, "What are some good points of the document and what were the challenges or problems of the

document? Then, the deltas could be used to guide a discussion about what an ideal constitution would look like that addresses the challenges or problems of the Articles of Confederation.

Link for the Articles of Confederation:

http://www.ducksters.com/history/american_revolution/articles_of_confederation.php

Bloom's Levels: Understand, analyze

Webb's DOK: 3

Engaging Experience 4

Teaching Point: Today, we will continue applying close reading strategies to research and analyze the Constitution. We will examine what it says and why it was necessary to have this document at this specific point in history, but also how it continues to be relevant today.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 4.PC.1.B

Supporting: 4.PC.1.D, 4.GS.2.A, 4.GS.2.B, 4.RI.6.B

Detailed Description/Instructions: **One way to do this** is to take a look at the Constitution as a primary source through the Library of Congress. <https://www.wdl.org/en/item/2708/>

You may want students to complete a vocabulary building activity such as the ones found on Quizlet. You may create your own quizlet for the unit, or modify and use a previously created quizlet using the following link: <https://quizlet.com/subject/constitution/> Vocabulary words included in the priority standard are as follows: limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, popular sovereignty.

After previewing the document as a primary source, you will want to outline for students the rights covered in each article of the Constitution.

Links to support research of the Constitution:

<http://www.socialstudiesforkids.com/subjects/constitution.htm>

http://www.ducksters.com/history/us_constitution.php

Bloom's Levels: Understand, analyze

Webb's DOK: 3

Engaging Experience 5

Teaching Point: Today, we will continue applying close reading research and analyze the Bill of Rights embedded within the Constitution.

Suggested Length of Time: 2-3 sessions

Standards Addressed:

Priority: 4.PC.1.C.a

Supporting: 4.PC.1.D, 4.GS.2.A, 4.GS.2.B

Detailed Description/Instructions:

One way to do this is to read aloud Chapter 4, "Rights for the People" in the book *The Bill of Rights* found on *Freedom Flix* through MCPL. Prepare an anchor chart that outlines each amendment and the rights they afford U.S. citizens. As you read aloud this chapter, have students fill in the chart to create an interactive experience that involves them.

Another way to do this is to put the amendments into kid friendly language using the link below and have students work in research teams around one amendment that has been assigned to them.

http://www.ducksters.com/history/us_bill_of_rights.php Have students rank the amendments in order of importance for them personally. Then meet again with their small group to share their own preferences and why they ranked different amendments the way they did.

Also refer to Schoology for Bill of Rights Infopacket for additional student-friendly information.

Finally, using the text *Every Human Has Rights* by National Geographic, have students correlate the rights outlined in the United Nations Universal Declaration of Human Rights with those outlined in the U.S. Constitution. Which ones correlate and which ones don't? Ask the question, "For those that are not represented in the United States, should they be?" Use the student's mentor writing from the book to have students write their own poetry or prose about one of the amendments in our Constitution.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: National Symbols

Engaging Experience 6

Teaching Point: Historians, today we are going to learn about symbols in our country that stand for our beliefs as a nation. Just as the documents we have studied outline our beliefs, there are objects and symbols that do the same. We will specifically be focusing on the Liberty Bell, The Great Seal of the United States, the song, "Yankee Doodle," and the original United States flag.

Suggested Length of Time: 1-2 days

Standards Addressed

Priority: P.C.1.F

Supporting: n/a

Detailed Description/Instructions:

One way to do this is to assign students to research groups and have them use the link below to research their assigned symbol.

<http://www.enchantedlearning.com/history/us/symbols/>

Have them return to the essential questions outlined in the first unit:

- What caused this object, song or image to become a national symbol?
- Why was it relevant in the past? Is it still a relevant symbol today? Why or why not?
- At what turning point in U.S. history did this symbol come to have significance?

Another way to do this is after reviewing some of our national symbols, have students recreate a national symbol by either drawing, building, or printing a picture(s) from the computer. Then, have students write a short synopsis of why their creation is a national symbol. This could also be completed as an extension to the research mentioned above. Students could share their symbol whole or small group.

The Teaching Tolerance website hosts a project where students develop [One World](#) posters. Take students to this site and show them samples of the artwork other kids have created to symbolize their ideal world. Talk about why the words and images on the posters were selected and what they represent. Then, have students create their own as the first activity to the Engaging Scenario of establishing their own country with its own rights and rules.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students create a Constitution with a Bill of Rights for a new country. However, they can only include 5 of the Bill of Rights for the citizens. Have students discuss and determine what they believe are the top 5 and explain why. They could do this in a small group of 3-4 and then present this to the class to explain their thinking about the rights that were selected as well as the rights that were eliminated. A chart could be created to keep track of the common rights that were selected between the groups. After groups have presented, the chart could be used to facilitate a whole class discussion looking at the commonalities between the rights that were selected by the groups.