

# Schiller Park District 81 Curriculum Map

## 4<sup>th</sup> Grade Social Studies

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| Essentials | Content | Skills | Assessment | Resources |
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Cycle 1

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| <p><b>Nation Building:<br/>Early America</b></p> <p>How does a geographical location affect life decisions?</p> <p>Why do people live differently in different environments?</p> <p>Why does society need rules?</p> <p>How do events that have occurred in the past affect our present society?</p> | <p>The settlers' environment influenced how they lived.</p> <p>The Atlantic coast provided the ideal locale for establishing the colonies.</p> <p>The colonists adopted a democratic form of government.</p> <p>Rules and responsibilities give structure and are important to society.</p> <p>Each colonial region contributes different goods to the economy.</p> <p>Each colonial region has certain characteristics that attract people to live there.</p> | <p>Compare and contrast colonial life to present day.</p> <p>Simulate bartering for the exchange of goods</p> <p>Compare the original 13 colonies</p> <p>Locate the 13 colonies</p> <p>Describe life during the colonial period</p> <p>Define traits of the 3 branches of government</p> <p>Simulate the process of writing and passing a bill</p> <p>Compare and contrast the 3 branches of government</p> | <p><b>Group:</b><br/>Bartering Crops Activity</p> <p>Legislative Branch Simulation</p> <p>Branches of Government Tree</p> <p><b>Individual Assessment:</b><br/>Venn Diagram of Colonial Life</p> <p>3 Colonies chart</p> <p>Branches of Government Diagram</p> | <p>Reading A-Z level text<br/>Time for kids text</p> <p><b>Promethean Flip Charts:</b><br/>13 colonies</p> <p><b>Video Clips:</b><br/>Brain Pop- 13 colonies, Branches of the Government, How Bill becomes a Law, The U.S. Constitution<br/>United Streaming- How the U.S. Grew, The American Government, America at it's Best</p> <p>Ben's Guides</p> |
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|  | <p>The settlers' environment influenced how they lived.</p> <p>The Atlantic coast provided the ideal locale for establishing the colonies.</p> <p>The colonists adopted a democratic form of government.</p> <p>Rules and responsibilities give structure and are important to society.</p> <p>Each region contributes different goods to the economy.</p> <p>Each region has certain characteristics that attract people to live there.</p> | <p>Determine reasons for the importance of the U.S. constitution</p> <p>Determine nation leaders</p> | <p><b>Early America</b><br/>Common Assessment</p> |  |
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Cycle 2

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| <p><b>Conflict:</b><br/>How does geography and society impact conflict?</p> <p>How do ideas lead to conflict?</p> <p>What is conflict?</p> <p>How do geography and society impact conflict?</p> <p>What is conflict?</p> <p>How does conflict spread?</p> | <p><b>Conflict:</b><br/>Different political views lead to conflict.</p> <p>The effects of war impact the economics, social development, and politics of a country.</p> <p>Unequal treatment lead to a divided nation.</p> <p>Conflict among nations continued and exist today.</p> | <p><b>Conflict:</b><br/>Identify causes of the American Revolution.</p> <p>Organize events up to the American Revolution.</p> <p>Simulate the Colonists reaction to the British tax laws.</p> <p>Comprehend text of the Boston Massacre</p> <p>Explain “no taxation without representation”</p> <p>Describe the Boston Tea Party from different points of view</p> <p>Answer comprehension questions (5w) to a Boston Tea Party passage</p> | <p><b>Conflict:</b><br/><b>Group:</b><br/>British law simulation</p> <p>Jigsaw of important events leading up to the American Revolution</p> <p><b>Individual:</b><br/>Comprehension<br/>Questions on: Boston Massacre and No Taxation without Representation</p> <p>Brain Pop Flow Chart</p> <p><b>Individual:</b><br/>Comprehension<br/>Questions on: Boston Massacre and No Taxation without Representation<br/>Brain Pop Flow Chart</p> <p>Written response in different point of view about the Boston Tea Party</p> <p>Common Assessment</p> | <p>Boston Massacre Reader’s Theatre<br/>Text: No Taxation Without Representation<br/>Boston Massacre</p> <p><b>Promethean Flip Charts:</b></p> <p><b>Video Clips:</b><br/>Brain Pop- Causes of the American Revolution</p> <p><b>Text Resources:</b><br/>Junior Scholastic Revolution Text and Map<br/>Social Studies text book page 301</p> |
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Cycle 3

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| <p><b>Conflict:</b><br/>How does geography and society impact conflict?</p> <p>How do ideas lead to conflict?</p> <p>What is conflict?</p> <p>How do geography and society impact conflict?</p> <p>What is conflict?</p> <p>How does conflict spread?</p> | <p><b>Conflict:</b><br/>Different political views lead to conflict.</p> <p>The effects of war impact the economics, social development, and politics of a country.</p> <p>Unequal treatment lead to a divided nation.</p> <p>Conflict among nations continued and exist today</p> | <p>Locate the battles of Lexington and Concord</p> <p>Answer comprehension questions (5w) about the battles of Lexington and Concord</p> | <p><b>Group Assessment</b><br/><b>Individual:</b><br/>Locating the battles of Lexington and Concord on a map</p> <p>Famous Battles<br/>Circle Book</p> | <p><b>Flip Chart:</b><br/>Events of the American Revolution</p> <p><b>Video Clips</b><br/>BrainPop: American Revolution</p> |
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Cycle 4

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| <p><b>Revolution/Change: Industrial Revolution:</b><br/>How do politics influence change?</p> <p>How did new inventions help economy grow?</p> <p>How does change affect geography?</p> | <p><b>Revolution/Change: Industrial Revolution</b><br/>Inventions such as machines are designed to solve problems.</p> <p>Inventions allow for work to be completed in a more efficient way.</p> <p>Inventions often cause change in daily life.</p> <p>Inventions can lead to the development of other inventions.</p> | <p><b>Revolution/Change: Industrial Revolution</b><br/>Model how the cotton gin gets work done efficiently.</p> <p>Identify what a specific invention did and how it changed lives. (Reaper, Railroad, Water-Powered Mills, Cotton Gin)</p> <p>Locate information about invention in text.</p> | <p><b>Revolution/Change: Industrial Revolution Group:</b><br/>Shared Learning<br/>Graphic Organizer<br/>Jigsaw<br/>Inventor Research Project</p> <p><b>Individual:</b> Key Concepts Graphic Organizer<br/>Label transportation on map<br/>Inventor PPT Project</p> <p>Machine Diagram<br/>Assessment Tests</p> <p>Timeline of Industrial Revolution Inventions</p> | <p><b>Revolution/Change: Industrial Revolution</b><br/>National Geographic Theme Sets (text)</p> |
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|  |  |  | <p>Label diagram of an invention.</p> <p>Listen to acquire invention information from peers.</p> <p>Research an inventor.</p> <p>List societal contributions of an inventor/ invention.</p> <p>Identify and label modes of transportation on the U.S. map during the Industrial Revolution.</p> <p>Create a timeline highlighting important inventions of Industrial Revolution</p> |  | <p><b>Revolution/Change: Industrial Revolution</b><br/>National Geographic Theme Sets (text)<br/>Map (pg 413)</p> |
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| <p><b>Revolution/Change: Industrial Revolution:</b><br/>         How do politics influence change?<br/>         How did new inventions help economy grow?<br/>         How does change affect geography?</p> | <p><b>Revolution/Change: Industrial Revolution</b><br/>         Inventions such as machines are designed to solve problems.<br/>         Inventions allow for work to be completed in a more efficient way.<br/>         Inventions often cause change in daily life.<br/>         Inventions can lead to the development of other inventions.</p> | <p><b>Revolution/Change: Industrial Revolution</b><br/>         Compose an entry from the perspective of a child factory worker.<br/>         Create a skit, story, or mural that describes components of child factory workers<br/>         Identify the Progressives<br/>         Recognize one industry the progressives regulated<br/>         Explain the labor movement<br/>         Debate different view points of child labor</p> | <p><b>Revolution/Change: Industrial Revolution Group:</b><br/> <b>Individual:</b><br/>         Factory Worker<br/>         Journal entry</p> | <p><b>Revolution/Change: Industrial Revolution</b><br/> <b>Video Clip:</b> New York: Up Close Immigration and t<br/>         Industrial Revolution<br/>         Website:<br/> <a href="http://www.historyplace.com/unitedstates/childlabor/">www.historyplace.com/unitedstates/childlabor/</a><br/> <a href="http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_hist">http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_hist</a><br/>         -at this website under workshop materials there is a power point under s<br/>         and overheads and pages 17-42 of the PPT is about the time we are dis<br/> <a href="http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor">http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.</a><br/> <a href="http://www.spartacus.schoolnet.co.uk/IRchild.main.htm">http://www.spartacus.schoolnet.co.uk/IRchild.main.htm</a><br/>         This one has all sorts of sub-topics. Students can be put into pairs and c<br/>         short report on the different types of child labor practices. Also, this site<br/>         debate idea and simulation activities.</p> |
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Cycle 5 (continued)

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| <p><b>Right and Responsibilities: Slavery</b><br/>         How does the treatment of people affect individuals?</p> <p>How should government protect an individual's rights?</p> <p>How does money influence people?</p> <p>How does the past influence the present and future?</p> | <p><b>Right and Responsibilities: Slavery</b><br/>         The treatment of people can influence their impact in society.</p> <p>Location affects how people are treated.</p> <p>The government created laws that protect the rights of individuals.</p> <p>Some individuals such as Harriet Tubman, Sitting Bull, and Crazy Horse have influenced the fight for equal rights.</p> <p>The desire to make money from natural resources can affect the way individuals interact.</p> | <p><b>Right and Responsibilities: Slavery</b></p> <p>Order events of slavery around the world</p> <p>Define slavery<br/>         Compare and contrast the treatment of slaves and American Indians</p> <p>Distinguish the differences between the North and South (Slavery) and (Emancipation Proclamation)</p> <p>Debate slavery issues<br/>         Compose journal entries from the viewpoint of a runaway slave<br/>         Compose musical piece referring to slavery and interpret slavery songs</p> | <p><b>Individual:</b><br/>         Common Assessment</p> | <p><b>Right and Responsibilities: Slavery</b></p> <p><b>Text:</b><br/>         Proclamation, Slavery- Ed Helper<br/>         Harriet Tubman Mini-book<br/>         Emancipation Proclamation elevator book<br/>         Follow the Drinking Gourd</p> <p><b>Video Clip:</b><br/>         Website: <a href="http://nationalgeographic.com/railroad">nationalgeographic.com/railroad</a><br/>         Brainpop- Slavery, Underground Railroad</p> |
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Cycle 6

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| <p><b>Right and Responsibilities: Indian Removal</b><br/>         How does the treatment of people affect individuals?<br/><br/>         How should government protect an individual's rights?<br/><br/>         How does money influence people?<br/><br/>         How does the past influence the present and future?</p> | <p><b>Right and Responsibilities: Indian Removal</b><br/>         The treatment of people can influence their impact in society.<br/><br/>         Location affects how people are treated.<br/><br/>         The government created laws that protect the rights of individuals.<br/><br/>         Some individuals such as Harriet Tubman, Sitting Bull, and Crazy Horse have influenced the fight for equal rights.<br/><br/>         The desire to make money from natural resources can affect the way individuals interact.</p> | <p><b>Right and Responsibilities: Indian Removal</b><br/>         Comprehend and explain Indian Removal Act<br/><br/>         Respond to unfair treatment simulation<br/><br/>         Research influential American Indians<br/>         Research battles during the Indian Removal<br/><br/>         Compare the Underground Railroad with Trail of Tears</p> | <p><b>Right and Responsibilities: Slavery, Indian Removal</b><br/><br/> <b>Group:</b><br/><br/> <b>Individual:</b><br/>         Dream Catcher</p> | <p><b>Right and Responsibilities: Slavery, Indian Removal</b><br/><br/> <b>Text:</b><br/>         Reader's Theatre (Ellen Craft, Sojourner Truth)<br/>         Indian Removal Act, Jim Crow Laws, Emancipation<br/>         Textbook (146-147) (396-397)<br/><br/> <b>Video Clip:</b><br/>         Website: <a href="http://nationalgeographic.com/railroad">nationalgeographic.com/railroad</a><br/>         Brainpop- Native Americans<br/>         United Streaming: Elementary Video Adventures: Native Americans</p> |
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