

Social Studies

Pacing Guide

Grade 4



MP	Units	Unit *TOTAL	Cumulative **TOTAL
MP1	Unit 1 – Civics, Government, and Human Rights	20 days	20 days
MP2	Unit 2 – Geography, People, and The Environment	20 days	40 days
MP3	Unit 3 – Economics, Innovation, & Technology	20 days	60 days
MP4	Unit 4 – History, Culture, and Perspectives	20 days	80 days
MP1-4	FLEX DAYS	10 days	90 days

* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.

Note: Holidays and Observances Curriculum – Incorporate as they occur.

Pemberton Township School District

Grade 4 Social Studies

Unit Title: Important Holidays and Observances

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

6.1.P.A.1
6.1.P.A.2
6.1.P.A.3
6.1.4.A.1
6.1.4.A.2
6.1.4.A.9
6.1.4.A.10
6.1.4.A.11
6.1.4.A.15
6.1.4.B.10
6.1.4.D.2
6.1.4.D.4
6.1.4.D.5
6.1.4.D.9
6.1.4.D.13
6.1.4.D.15
6.1.4.D.16
6.1.4.D.17
6.1.4.D.18
6.1.4.D.19
6.1.4.D.20
6.3.4.A.1

NJSLS English Language Arts:

RL.4.1
RL.4.2
RL.4.3
RL.4.4
RL.4.5
RL.4.6
RL.4.7
RL.4.9
RL.4.10
RI.4.1
RI.4.2
RI.4.3
RI.4.4

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RI.4.5
RI.4.6
RI.4.7
RI.4.8
RI.4.9
RI.4.10
W.4.1
W.4.2
W.4.3
W.4.5
W.4.6
W.4.7
W.4.8
SL.4.1
SL.4.2
SL.4.3
SL.4.4
SL.4.5
SL.4.6

NJSLS 21st Century Life and Careers:

CRP1
CRP4
CRP7
CRP8
CRP9
CRP11
CRP12

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Central Idea / Enduring Understanding:

Students will...

- Dr. Martin L. King, Jr. Day –
 - Identify the accomplishments of Dr. King.
 - Demonstrate the importance of community service.

- Freedom Day –
 - Explain civil rights.
 - Research information about a famous civil rights leader.
 - Explain the 13th amendment.
 - Research an African American of the Civil War.

- Women’s History –
 - Explain the accomplishments of various famous American females.

- Emancipation Day –
 - Discuss the meaning of slavery and describe ways people gained their freedom.
 - Demonstrate an understanding of the importance of the “Underground Railroad”.

- Cinco de Mayo –
 - Explore the diversity of different cultures.
 - Demonstrate an understanding of the cultural diversity within our own community.
 - Identify their family traditions.

- Memorial Day –
 - Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.
 - Identify symbols of the United States and describe their importance.

Essential/Guiding Question:

Why do we celebrate these holidays?

- Dr. Martin L. King, Jr. Day

- Freedom Day

- Women’s History

- Emancipation Day

- Cinco de Mayo

- Memorial Day

- Flag Day

- Juneteenth

- Commodore Barry Day

- Constitution Day

- Columbus Day

- Veteran’s Day

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- Flag Day –
 - Explain the symbolism of the American Flag.

- Juneteenth –
 - Explain the basic concepts of diversity, tolerance, responsibility and respect for others.
 - Compare and contrast the dissemination of information from past to present.

- Commodore Barry Day –
 - Identify the accomplishments of Commodore Barry.
 - Explain how Barry helped NJ during the Revolutionary War.

- Constitution Day –
 - Demonstrate an understanding that citizens have a responsibility to follow rules and laws.
 - Explain how the Constitution describes how the United States government is organized.
 - Describe the branches of the government.

- Columbus Day –
 - Identify the accomplishments of Columbus.
 - Research and describe the size of the Nina, Pinta, and Santa Maria.
 - Compare and contrast telling time.

- Veteran’s Day –
 - Recognize the sacrifice our veterans make for our freedoms.
 - Explain the difference between Memorial Day and Veteran’s Day.

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Content:

- Dr. MLK, Jr. Day is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.
- National Freedom Day is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.
- Women's History month is celebrated to honor the important contributions and accomplishments of women.
- Emancipation Day is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- Cinco de Mayo commemorates the anniversary of an early victory by Mexican forces over French forces in the Battle of Puebla on May 5, 1862. It is a festival of Mexican pride and heritage in the United States.
- Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.

Skills(objectives):

- Civil Rights
- Freedom
- Oppression
- Symbols of freedom
- Famous American women
- Women's Suffrage
- Cultural diversity
- Heroes
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism
- Customs
- Rights and Responsibilities
- Constitution of the United States
- Memorials
- Underground Railroad
- Communication secrecy

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- Flag Day is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.

- Juneteenth is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free.

- Commodore John Barry was an important figure in American history. He is known as "The Father of the American Navy". He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.

- Constitution Day is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.

- Columbus Day is a U.S. holiday that commemorates the landing of Christopher Columbus in the New World on October 12, 1492. Christopher Columbus was an explorer who sailed to find a shorter route to get to India instead landed in the Bahamas, becoming the first European to explore the Americas.

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- Veteran’s Day is a national holiday celebrated on November 11 to honor military veterans for their service. “World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.””

<https://www.va.gov/opa/vetsday/vetdayhistory.asp>

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Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Timeline
 - Lists
 - Poems
 - Graphic Organizers

- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Project
 - Illustrations with Captions
 - Murals, Dioramas, Collages

- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral Presentations
 - Photographs

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Participation
- Cooperation
- Collaboration

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Dr. Martin Luther King, Jr.

- Read and discuss the contributions of Dr. Martin Luther King, Jr.
- Read aloud *Who was Martin King, Jr?* by Bonnie Bader and discuss his life and how he fought for “Civil Rights” in our country. Tell why he was an “American Hero”.
- Create a community project on Dr. King, Jr.’s birthday.

Freedom Day

- Using a variety of research tools, i.e., internet, library, etc., write a report about “Civil Rights” leaders from the past or present.
- Using a variety of research tools, i.e., internet, library, etc., research the 13th Amendment. Have students research the timeline of the amendment from introduction to its passing.
- Using a variety of research tools, i.e., internet, library, etc., research a famous African American of the Civil War and write a report on them.

Women’s History

- Using a variety of research tools, e.g., internet, library, prepare and present a research report on a famous woman in history.

Resources:

Dr. Martin Luther King, Jr.

- Martin Luther King, Jr. Biography
- *Who was Martin King, Jr?* by Bonnie Bader
- <http://www.readworks.org/search/site/dr%20martin%20luther%20king>

Freedom Day

- <http://www.pbs.org/black-culture/explore/civil-rights-leaders/#.WBtTly3x6M8>
- <https://constitutioncenter.org/interactive-constitution/amendments/amendment-xiii>
- <https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>
- <http://www.scholastic.com/teachers/article/civil-war-1861-1865>

Women’s History

- Biographies
- <http://www.angelfire.com/anime2/100import/>

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- Write a letter from point of view in 1900's explaining their stand on allowing the women to vote.
- Create a talk show interviewing famous women who influenced the right to vote in 1900.
- In cooperative groups, create an advertisement to support the right for women to vote.

Emancipation Day

- Read aloud *Let Freedom Ring* by Kristin Thoennes Keller, and discuss slave trade with class.
- In cooperative groups, discuss the routes of the "Underground Railroad" that slaves took in the south. How did the people in New Jersey help them escape? Create a poem about their struggle.
- Read aloud *Searching for the Underground Railroad* by Joyce Hanson and Gary McGowan and discuss the importance of the "Underground Railroad".

Cinco de Mayo

- Discuss the diversity of foods in other cultures. Celebrate Hispanic heritage by making enchiladas or some other cultural food.
- Invite community members from different ethnic groups. Discuss their heritage from the past and the present and how the changes in New Jersey and our nation changed their lives.

- Sample letter
- <http://teacher.scholastic.com/activities/suffrage>
- Sample advertisements

Emancipation Day

- *Let Freedom Ring* by Kristin Thoennes Keller
- http://teacher.scholastic.com/activities/bhistory/underground_railroad/
- *Searching for the Underground Railroad* by Joyce Hanson and Gary McGowan
- <http://www.42explore2.com/undergrd.htm>

Cinco de Mayo

- http://teacher.scholastic.com/activities/hispanic/act_recipe2.htm
- Invitation

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- Trace hand and use it as a tree and draw family members around it. Write essay about your family's traditions.

Memorial Day

- Read aloud *H is for Honor* by Devin Scillian. Discuss the various terms for each letter and their definitions. Have students choose a few of the terms and write about the terms they chose in their journals.
- Create a Star Spangled Booklet. Include the American Flag, Statue of Liberty, Liberty Bell, United State Capital, White House, and the Bald Eagle. Tell why each is important and what it means to citizens of the United States. Students will work in cooperatives learning groups.

Flag Day

- Read about Flag Day and how it came to be. Discuss why it is important to honor our flag.

Juneteenth

- In cooperative groups assume the role of a reporter and write a newspaper headline and article on the news that arrived in Galveston on June 19, 1865. Be sure to include views from both sides. Why did it take so long for the news to arrive in Texas? Explain in detail.
- Read aloud *Escaping Slavery: Sweet Clara and the Freedom Quilt*. Have students work in pairs to complete a problem/solution/event chart. Students will then create their own "quilt map" showing their route from home to school.

- Definition of family tree
- Definition of family tradition

Memorial Day

- *H is for Honor* by Devin Scillian
- <http://bensguide.gpo.gov/35/symbols/index.html>
- Star Spangled Booklet

Flag Day

- <http://www.enchantedlearning.com/crafts/flagday/>

Juneteenth

- <http://www.juneteenth.com/history.htm>
- <http://www.history.com/news/ask-history/what-is-juneteenth>
- <https://www.timeanddate.com/holidays/us/juneteenth>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/escaping-slavery-sweet-clara-127.html>

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Commodore Barry

- Using a variety of research tools, i.e., internet, library, research Commodore John Barry and construct a time line of Barry's life.
- Break students into groups and assign each group a section to read from the link listed. Have each group report out on what they learned about Commodore Barry. Identify how a naval captain helped protect NJ during the Revolutionary War.

Constitution Day

- In a class meeting, review classroom rules, or write rules together. Use the United States Constitution as a model to create their own classroom constitutions.
- Illustrate the three branches of government and explain their purpose.
- Read aloud *How U.S. Government Works* by Syl Sobel. Students will discuss how U.S. government works.
- Read aloud *Branches of Government* by John Hamilton. Discuss the differences in each branch and their purpose.

Commodore Barry

- http://www.readwritethink.org/files/resources/interactives/timeline_2/
- <http://www.ushistory.org/people/commodorebarry.htm>

Constitution Day

- United States Constitution
- List of classroom rules
- <http://www.scholastic.com/teachers/collection/constitution-day>
- <https://kids.usa.gov/three-branches-of-government/index.shtml>
- http://www.congressforkids.net/Constitution_threebranches.htm
- *How U.S. Government Works* by Syl Sobel
- *Branches of Government* by John Hamilton

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Columbus Day

- Using a variety of research tools, e.g., internet, library, etc., write a research paper on Christopher Columbus.
- Review with students the three ships Columbus used to travel to the New World, the Nina, the Pinta and the Santa Maria. Research the sizes of these three ships. In the gym or playground, mark off the area. Discuss with students the size of the Atlantic Ocean. Have students write a journal entry as if they were one of the crew.
- Discuss with students ways to tell time. Solicit how you would tell time on a ship in the 1400's. Have students create a half-hour sand glass.

Veteran's Day

- Discuss with students the difference between Memorial Day and Veteran's Day. Have students participate in a "Reader's Theater" about Veteran's Day. See page 22-23.
- Have students research specific veterans' stories and experiences. Create a formula poem about a specific veteran.

Columbus Day

- Technology
- Reference materials
- <http://www.scholastic.com/teachers/lesson-plan/christopher-columbus-extension-activities>
- <http://www.scholastic.com/teachers/lesson-plan/christopher-columbus-extension-activities>
- Two plastic soda bottles
- Masking tape
- Sand or salt
- Plastic wrap

Veteran's Day

- <https://www.va.gov/opa/vetsday/docs/schoolkit.pdf>
- <http://www.readwritethink.org/classroom-resources/calendar-activities/veterans-celebrated-united-states-20339.html>

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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Student-led activities • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem-solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Paired projects with teacher guidance • Flexible time allotment • Repetition of content 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Small group projects with teacher guidance • Flexible time allotment • Repetition of content

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Grade 4 Social Studies

Unit Title: Unit 1 Strand A: Civics, Government, & Human Rights

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

6.1.4.A.1
6.1.4.A.5
6.1.4.A.9
6.1.4.A.10
6.1.4.A.13
6.1.4.A.15
6.3.4.A.1
6.3.4.A.4

NJSLS English Language Arts:

RL.4.1
RL.4.2
RL.4.3
RL.4.4
RI.4.1
RI.4.2
RI.4.3
RI.4.4
RI.4.5
RI.4.6
RI.4.7
RI.4.8
W.4.1
W.4.2
W.4.4
W.4.5
W.4.6
W.4.7
W.4.8
W.4.9
SL.4.1
SL.4.2
SL.4.3
SL.4.4
SL.4.6

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NJSLS Technology:

8.1.5.A.2

8.1.2.E.1

8.1.5.E.1

NJSLS 21st Century Life and Careers:

CRP1

CRP4

CRP7

CRP8

CRP9

CRP11

CRP12

Holocaust Education:

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Read alouds of exemplary children's literature that include characters from various ethnicities, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education in the Social Studies curriculum.

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Central Idea / Enduring Understanding:

Students will...

- Explain why rules and laws are important.
- Identify what constitutes a United States citizen.
- Recognize that government exists at the federal, state, county, and municipal levels.
- Discuss how the Constitution describes the organization of the United States government and how it defines its power.
- Compare and contrast the Constitution of United States and other information relevant to the world.
- Explain the three branches of our government and their purpose.
- Explain the election process. Tell what our elected officials represent and do.
- Explain New Jersey's growth and how it changes in the twentieth century.
- Explain the purpose of the United Nations and why is it important.
- Define immigration.
- Explain why United States is called "The Melting Pot".
- Define the "Great Depression". Explain how it changed our state and country.
- Identify the challenges New Jersey faced during the great "Great Depression".
- Explain the accomplishments of great "American Heroes".

Essential/Guiding Question:

- Why are rules important?
- Why are the people of New Jersey proud of their government?
- How are New Jersey's state and local governments organized?
- What are the rights protected by the U.S. Constitution?
- What is an election and why do people vote?
- What do elected official represent and do?
- How are laws and rules different by community, state, and national government?
- What are the three branches of U.S. government and explain their purpose?
- Why are civil leaders important to our United States government and how do they have an impact on policies?
- Does United Nations have an impact on our society and the world? Do they help us solve common problems of the world?
- What does immigration mean to United States?
- Where is Ellis Island and why is it important?
- Why our country is called the "Melting Pot"?
- How did the "Great Depression" impact the people of New Jersey and our nation?
- Can you explain growth and change in United States in the twentieth century?

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<ul style="list-style-type: none"> • Describe the qualities of Dr. Martin Luther King, Jr. Explain why he was important to the twentieth century. • Analyze historical artifacts to identify peoples' values. • Explore the basic concepts of diversity, tolerance, responsibility, and respect for others. • Give examples of authority and recognize problems that might arise from lack of effective authority. • Explain why different ethnic groups make a community a better place to work and live. • Identify the accomplishment of famous people of New Jersey. • Explain why other countries had same concerns as United States in the twentieth century. • Recognize that diversity of people and ideas within a culture in our state, our nation, and around the world enrich communities. 	<ul style="list-style-type: none"> • Do other countries have our same concerns?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Rules and laws are developed to protect people's rights and the security and the welfare of society. • In a representative democracy, individuals elect representatives to act on behalf on the behalf of the people. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Laws • Citizenship • Constitution of the United States • Branches of the government • Levels of government: Federal, state, county, and municipal

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- | | |
|---|---|
| <ul style="list-style-type: none">• The examination of individual experiences, historical narratives, and events promotes an understanding of individual land community.• There are different branches within the United States governments, each with its own structure, leaders, and process, and each designed to address specific issues and concerns.• Immigrants can become and obtain the rights of American citizens.• In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.• Active citizens in the 21st century:<ul style="list-style-type: none">➤ Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.➤ Demonstrate understanding of the need for fairness and take appropriate action against unfairness. | <ul style="list-style-type: none">• Election process• United Nations• American heroes |
|---|---|

**Pemberton Township School District
Grade 4 Social Studies**

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Research Reports
 - Interviews
 - Journal Responses
 - Learning Logs
 - Brochures
 - Lists
 - Graphic Organizers

- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Project
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Bulletin Board Displays

- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral and PowerPoint Presentations
 - Dramatic Reenactment, Props
 - Debates
 - Photographs

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Participation
- Cooperation
- Collaboration

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Rules/Government:

- In a class meeting, review classroom rules, or write rules together. Encourage students to act out what it looks like to follow each rule and what it is like to break each rule.
- Illustrate the three branches of government and explain their purpose.
- In cooperative groups, discuss a global problem of the world and using a Venn diagram compare and contrast how other countries are solving this problem.
- In cooperative groups, list changes in U.S. laws from the past to present.
- Hold a class election.
- Read aloud *How U.S. Government Works* by Syl Sobel. Students will discuss how U.S. government works.
- Read aloud *Branches of Government* by John Hamilton. Discuss the differences in each branch and their purpose.

Resources:

Rules/Government:

- List of classroom rules
- <https://kids.usa.gov/three-branches-of-government/index.shtml>
- http://www.congressforkids.net/Constitution_threebranches.htm
- Venn diagram
- http://www.congressforkids.net/Legislativebranch_makinglaws.htm
- http://www.congressforkids.net/Elections_electionday.htm
- *How U.S. Government Works* by Syl Sobel
- *Branches of Government* by John Hamilton

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Learning Opportunities/Strategies:

Human Rights:

- Write a report about “Civil Rights” leaders from the past or present.
- Create a community project on Dr. King, Jr.’s birthday.
- Hold a culture day. Each student makes a display board about his/her ancestry, and bring food item to share with the class.
- Hold a class summit. The children will represent countries of the United Nations and discuss common problems of the world.
- Create a project to help the United Nations.
- In cooperative groups create a new slogan for the United Nations.
- Using various research tools, e.g., internet, library, etc., research the United Nations and write a research paper.
- Imagine that a “Civil Rights” historical person has been given the opportunity to come into our modern world and live. What job will they hold? How will they communicate with people?

Resources:

Human Rights:

- <http://www.pbs.org/black-culture/explore/civil-rights-leaders/#.WBtTly3x6M8>
- <http://www.readworks.org/search/site/dr%20martin%20luther%20king>
- <https://www.familytreetemplates.net/>
- <http://www.un.org/en/member-states/index.html>
- <http://www.un.org/en/peace/>
- <http://www.un.org/en/index.html>
- Technology
- <http://www.pbs.org/black-culture/explore/civil-rights-leaders/#.WBtTly3x6M8>

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- Read aloud *Who was Martin King, Jr?* by Bonnie Bader and discuss his life and how he fought for “Civil Rights in our country. Tell why he was an “American Hero”.

- *Who was Martin King, Jr?* by Bonnie Bader

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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Student-led activities • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem-solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Paired projects with teacher guidance • Flexible time allotment • Repetition of content 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Small group projects with teacher guidance • Flexible time allotment • Repetition of content

Pemberton Township School District
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Unit Title: Unit 2 Strand B: Geography, People, & the Environment

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

6.1.4.B.3
6.1.4.B.4
6.1.4.B.5
6.1.4.B.8
6.1.4.B.9
6.3.4.B.1

NJSLS English Language Arts:

RL.4.1
RL.4.2
RL.4.3
RL.4.4
RI.4.1
RI.4.2
RI.4.3
RI.4.4
RI.4.5
RI.4.6
RI.4.7
RI.4.8
W.4.1
W.4.2
W.4.4
W.4.5
W.4.6
W.4.7
W.4.8
W.4.9
SL.4.1
SL.4.2
SL.4.3
SL.4.4
SL.4.6

NJSLS Science:

4-ESS2

Pemberton Township School District
Grade 4 Social Studies

NJSLS 21st Century Life and Careers:

- CRP1
- CRP4
- CRP5
- CRP7
- CRP8
- CRP9
- CRP12

Pemberton Township School District

Grade 4 Social Studies

Central Idea / Enduring Understanding:

Students will...

- Describe New Jersey's location to other states, countries, and bodies of water.
- Describe the climate of New Jersey.
- Identify and use of longitude and latitude of a location.
- Identify the physical characteristics of Delaware Water Gap.
- Explain how New Jersey's natural regions were formed.
- Explain the environment problems in your community. Explain how you solve these problems.
- Explain how the physical environment can both accommodate and be endangered by human activities.

Essential/Guiding Question:

- Where is New Jersey location compare to the rest of the world?
- What are New Jersey's natural regions and major cities?
- How did New Jersey's natural regions form and what are the physical characteristics in each region?
- How would you describe the climate and natural resources of New Jersey?
- Do New Jersey's urban areas share common physical characteristics with the world?
- What are the physical characteristics of the Delaware Water Gap?
- What are the cultural differences in New Jersey? Are these differences important to the face of New Jersey?
- How human interaction does impact the environment in New Jersey and the United States?
- How do physical geography, human geography, and human environment interact to influence or determine the development of cultures, societies, and nations?

Pemberton Township School District

Grade 4 Social Studies

Content:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Pattern of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond.

Skills(Objectives):

- Latitude and Longitude
- Land forms
- Time Zones
- Regions of NJ
- Renewable and non-renewable resources
- Population

Pemberton Township School District
Grade 4 Social Studies

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Research Reports
 - Interviews
 - Journal Responses
 - Learning Logs
 - Brochures
 - Lists
 - Graphic Organizers

- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Project
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Bulletin Board Displays

- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral and PowerPoint Presentations
 - Dramatic Reenactment, Props
 - Debates
 - Photographs

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Participation
- Cooperation
- Collaboration

Pemberton Township School District

Grade 4 Social Studies

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Map Activities:

- Compare and contrast water forms and land forms. Use a Venn diagram to show how they are the same and different. Then complete a Venn diagram to show what you can do on land and what you can do on water.
- Use a map or globe to find longitude and latitude – nearest to your community. Discuss Northern and Southern Hemispheres.
- In cooperative groups create a grid that displays the line of latitude and longitude to state capital.
- Create a map of the United States and label the time zones.
- In cooperative groups create a map of New Jersey. Colors code the regions.
- Make an atlas of the regions of New Jersey. Students select a region of NJ and gather information about land, resources, climate, and people. Illustrate the atlas with maps and drawings. Include information about the people who lived in the region in the past and the people who lived there today.

Resources:

Map Activities:

- Venn diagram
- Various maps and globes
- Various maps
- Map of the United States
- http://www.timetemperature.com/tzus/time_zone.shtml
- <http://geology.com/state-map/new-jersey.shtml>
- <http://www.50states.com/newjerse.htm>
- <http://www.census.gov/quickfacts/table/PST045215/34005,00>

Pemberton Township School District Grade 4 Social Studies

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|---|--|
| <ul style="list-style-type: none">• In cooperative groups make a chart, map, or mobile of renewable and nonrenewable resources of New Jersey's environment.• In cooperative groups make a bar graph of the population of New Jersey in each county.• Make a map of the characteristics of the Delaware Water Gap. | <ul style="list-style-type: none">• http://www.readworks.org/search/site/renewable%20resources• https://nces.ed.gov/nceskids/createagraph/• Blank template of Delaware Water Gap |
|---|--|

Pemberton Township School District

Grade 4 Social Studies

Learning Opportunities/Strategies:

Community:

- Use a Venn-Diagram to compare /contrast urban and rural areas. Work in pairs, share with class, and make a class chart.
- Describe the different cultures of New Jersey and show how the culture impact New Jersey. Work in pairs and create a poster or give an oral report on the subject.
- In cooperative groups, list the name of Indian tribes that settled in New Jersey and tell their impact on New Jersey.
- Read aloud *Goodnight New Jersey* by Joe Veno and discuss the different cultures that work and play in New Jersey.
- Read aloud *Goodnight New Jersey* by Joe Veno and discuss her life and compare it to your life. Write an essay or use a graphic organizer.

Resources:

Community:

- <http://my.hrw.com/nsmedia/intgos/html/igo.htm>
- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
- <http://www.native-languages.org/jersey.htm>
- *Goodnight New Jersey* by Joe Veno
- *Goodnight New Jersey* by Joe Veno

Pemberton Township School District

Grade 4 Social Studies

Learning Opportunities/Strategies:

Environmental Resources:

- In cooperative groups make a puzzle of renewable and nonrenewable resources of New Jersey.
- Read aloud *New Jersey's Resources* by Susan Evento and discuss and list New Jersey's resource.
- Read aloud *G is for Garden State* by Eileen Cameron and discuss products and resources of New Jersey.

Resources:

Environmental Resources:

- Sample puzzle template
- *New Jersey's Resources* by Susan Evento
- *G is for Garden State* by Eileen Cameron

Pemberton Township School District Grade 4 Social Studies

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Student-led activities • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem-solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Paired projects with teacher guidance • Flexible time allotment • Repetition of content 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Small group projects with teacher guidance • Flexible time allotment • Repetition of content

Pemberton Township School District

Grade 4 Social Studies

Unit Title: Unit 3 Strand C: Economics, Innovation, & Technology

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

6.1.4.C.5
6.1.4.C.10
6.1.4.C.12
6.1.4.C.13
6.1.4.C.15
6.1.4.C.17
6.3.4.C.1

NJSLS English Language Arts:

RI.4.1
RI.4.2
RI.4.3
RI.4.4
RI.4.5
RI.4.6
RI.4.7
RI.4.8
W.4.1
W.4.2
W.4.4
W.4.5
W.4.6
W.4.7
W.4.8
W.4.9
SL.4.1
SL.4.2
SL.4.3
SL.4.4
SL.4.6

NJSLS Technology:

8.1.5.A.2
8.1.2.E.1
8.1.5.E.1
8.2.5.A.4

**Pemberton Township School District
Grade 4 Social Studies**

NJSLS 21st Century Life and Careers:

CRP1

CRP4

CRP7

CRP8

CRP9

CRP11

CRP12

9.1.4.B.3

9.1.8.D.5

Pemberton Township School District

Grade 4 Social Studies

Central Idea / Enduring Understanding:

Students will...

- Distinguish between goods and services in a New Jersey community.
- Identify the accomplishment of famous people of New Jersey.
- Describe the importance of transportation to our society.
- Recognize and discuss cause and effect relationships of various economic activities.
- Identify the good and services a family needs for everyday life.
- Identify real people who have demonstrated creativity and innovations by creating new products and services.
- Explain how technology helps our needs in the 21st century.

Essential/Guiding Question:

- What is difference between a good and a service?
- What industries make up New Jersey's economy?
- Who are famous people of New Jersey and what is their accomplishment?
- What is an entrepreneur?
- What is a capitalistic society?
- What are the transportation systems of New Jersey and how do they help the economy?
- How have scientific and technological developments over the course of history changed the way people's economic situations and government function?
- How can individuals apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for groups, individuals, and societies?

Pemberton Township School District

Grade 4 Social Studies

Content:

- Economics is a driving force for the occurrence of various events and phenomena.
- Understand financial instruments and outcomes to assist citizens in making sound decisions about money, savings, spending, and investments.
- Creativity and innovations affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to availability of resources and technology.
- Creativity and innovation have led to improvement in lifestyle, access to information, and the creation of new products.
- Awareness of your relationships to people, places, and resources in the local community and beyond.

Skills(Objectives):

- State Symbols
- Latitude and Longitude
- Supply and Demand
- Budgeting
- Historical figures
- Famous inventors
- Modes of transportation
- Recycling
- Imports and Exports

**Pemberton Township School District
Grade 4 Social Studies**

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Research Reports
 - Interviews
 - Journal Responses
 - Learning Logs
 - Brochures
 - Lists
 - Graphic Organizers

- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Project
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Bulletin Board Displays

- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral and PowerPoint Presentations
 - Dramatic Reenactment, Props
 - Debates
 - Photographs

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Participation
- Cooperation
- Collaboration

Pemberton Township School District

Grade 4 Social Studies

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Economics – Innovation, Technology, and Transportation:

- Using a variety of research tools, e.g., internet, library, etc., students will research their states- listing the capital, population, Governor, motto, nickname flower bird, major industries, major transportation, and three people and their accomplishments.
- Souvenir Shopping-Choose a place of interest and find the following: latitude and longitude, locate the place on a natural resource map, and list products that can be found there. Then create a list of souvenir items.
- In cooperative groups explain how supply and demand changes prices on our goods and services. Then illustrate it in a mural.
- Students will imagine that they just won a \$10,000 trip for two to anywhere in the United States. Create an itinerary and a budget for the trip.
- Give students the opportunity to research on the web.
- Using a variety of research tools, e.g., internet, library, research resources of NJ and prepare a report.

Resources:

Economics – Innovation, Technology, and Transportation:

- <http://www.50states.com/newjerse.htm>
- Maps
- Art Supplies
- Travel Brochures
- Budget register
- Technology
- Technology

Pemberton Township School District

Grade 4 Social Studies

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| <ul style="list-style-type: none">• Use a Venn diagram to compare and contrast New Jersey's imports and exports to those in other parts of the world.• Read aloud several books, articles, or videos, about famous Americans who created a new product or service. Encourage each student to choose facts about the person. Each student creates a book illustrating and writing about that person. Students share their books with each other.• Students will choose a historical figure they have studied. Write the person's name in the center circle. In the five other circles, record five actions of this person. Then connect words to each action bubble that describe this individual based on each action you recorded.• Students will list facts about their famous historical figure and form an opinion about that historical figure.• Students will discuss photos and diaries of famous inventors of New Jersey.• Students will show pictures of old technology to new technology and discuss differences and tell why and how the changes affect our society.• Students will design a web page of New Jersey. | <ul style="list-style-type: none">• http://my.hrw.com/nsmedia/intgos/html/igo.htm• Various books on famous Americans• http://my.hrw.com/nsmedia/intgos/html/igo.htm• Facts about historical figure• Photographs of famous inventors• Photographs• Venn diagram• Technology |
|---|---|

Pemberton Township School District Grade 4 Social Studies

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|---|---|
| <ul style="list-style-type: none">• Students will create an invention.
• Use a Venn diagram to compare /contrast transportation in urban and rural areas. Work in pairs, share with the class and make a class chart.
• Use Venn diagram to compare and contrast New Jersey’s transportation from the past and the present.
• Discuss why we should recycle in our community. The students will start a school project about recycling. They will become the “Recycling Patrol”. | <ul style="list-style-type: none">• List of inventions
• Venn diagram• http://my.hrw.com/nsmedia/intgos/htm/igohtm
• Venn diagram
• http://www.co.burlington.nj.us/345/Recycling |
|---|---|

Pemberton Township School District Grade 4 Social Studies

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Student-led activities • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem-solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Paired projects with teacher guidance • Flexible time allotment • Repetition of content 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Small group projects with teacher guidance • Flexible time allotment • Repetition of content

**Pemberton Township School District
Grade 4 Social Studies**

Unit Title: Unit 4 Strand D: History, Culture, & Perspectives

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

6.1.4.D.1
6.1.4.D.3
6.1.4.D.7
6.1.4.D.8
6.1.4.D.9
6.1.4.D.12
6.1.4.D.14
6.1.4.D.18
6.1.4.D.20
6.3.4.D.1

NJSLS English Language Arts:

RL.4.1
RL.4.2
RL.4.3
RL.4.4
RI.4.1
RI.4.2
RI.4.3
RI.4.4
RI.4.5
RI.4.6
RI.4.7
RI.4.8
W.4.1
W.4.2
W.4.4
W.4.5
W.4.6
W.4.7
W.4.8
W.4.9
SL.4.1
SL.4.2
SL.4.3
SL.4.4
SL.4.6

Pemberton Township School District

Grade 4 Social Studies

NJSLS Technology:

8.1.5.A.1
8.1.5.A.2
8.1.2.E.1
8.1.5.E.1

NJSLS 21st Century Life and Careers:

CRP1
CRP4
CRP5
CRP7
CRP8
CRP9
CRP12

Holocaust Education:

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Read alouds of exemplary children's literature that include characters from various ethnicities, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education in the Social Studies curriculum.

Pemberton Township School District

Grade 4 Social Studies

Central Idea / Enduring Understanding:

Students will...

- Discuss how families long ago expressed and transmitted their beliefs and values through oral traditions, literature, song, dance, and celebration.
- Explain how the Lenape Indians used legends to explain their world.
- Explain the exploration and settlement of North America.
- Explain why Europeans came to America.
- Explain how New Jersey was settled.
- Identify Governor William Livingston and explain his importance to government.
- Explain why colonist wanted independence from Britain.
- Explain how and why the constitution was written.
- Recognize the importance the war in Princeton had on the American Revolutionary War.
- Identify many famous African Americans and their accomplishments.

Essential/Guiding Question:

- What is an ethnic group?
- How did families of long ago expressed and transmitted their beliefs and values through traditions, literature, song, dance ,and celebration have impact on New Jersey, nation and the rest of the world?
- What is a legend?
- How did the Lenape Indians use legends to explain the world?
- Who were Native Americans? Why did they settle in New Jersey? How did they live?
- How did the exploration and settlement of North America lead to the changes in the area that is now New Jersey?
- How and why did the Europeans come to America?
- Why did the colonists want their independence from England?
- How and why was the Constitution written?
- Why was “The Bill of Rights” written?

Pemberton Township School District

Grade 4 Social Studies

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| <ul style="list-style-type: none">• Identify the affects slavery had on New Jersey.• Describe what the people of New Jersey did in response to slavery.• Explain how people of New Jersey participated in the Civil War.• Define Immigration.• Explain the voting process in United States.• Identify challenges New Jersey had to face with the women vote.• Explain the growth and change in the twentieth century.• Explain the accomplishments of men and women, from different backgrounds and culture, and how these accomplishments contributed to the face of our nation and New Jersey.• Explain how people can make interpretations of past events to influence their understanding of cause and effect, continuity, and change that influence their beliefs and decisions about current public policy issues of today. | <ul style="list-style-type: none">• What is an election? Why do we hold elections?• What is immigration? What is difference between immigration and migration?• Why was Ellis Island Important to immigration?• Why is United States the called the “Melting Pot”?• How had New Jersey changed by the end of 20th century?• How did New Jersey meet the challenges during the “Great Depression”?• When and why did American Civil War begin?• What is slavery?• What and why the Underground Railroad was important during the Civil War and the role New Jersey?• How did the issue of slavery affect people of New Jersey?• Can you name many famous African Americans and their accomplishment?• What is the “Civil Rights” movement and what impact it had on our country? |
|---|--|

Pemberton Township School District

Grade 4 Social Studies

Content:

- There are many different cultures within the classroom and community.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to national heritage.
- American culture, based on specific traditions and values has been influenced by behaviors of different cultural groups living in the United States.
- The cultures with which an individual or group identifies change and evolve in responses to interactions with other groups and/or in response to needs and concerns.
- People view and interpret differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Skills(Objectives):

- Timelines
- Native American Tribes of NJ
- Famous Americans
- Loyalists and Patriots
- American Revolution
- Civil War
- Underground Railroad
- Famous American Women
- Election Process
- NJ Past and Present
- NJ Folklore
- Governor William Livingston

Pemberton Township School District
Grade 4 Social Studies

- Develop strategies to reach consensus and resolve conflict.

- Demonstrate understanding of the fairness and take appropriate action against unfairness.

**Pemberton Township School District
Grade 4 Social Studies**

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Research Reports
 - Interviews
 - Journal Responses
 - Poem
 - Learning Logs
 - Brochures
 - Lists
 - Graphic Organizers

- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Project
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Bulletin Board Displays

- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral and PowerPoint Presentations
 - Dramatic Reenactment, Props
 - Debates
 - Photographs

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Participation
- Cooperation
- Collaboration

Pemberton Township School District
Grade 4 Social Studies

Stage 3: Learning Plan

Learning Opportunities/Strategies:

History of Native Americans, Europeans, & Colonists:

- Design a timeline from 1524 to the late 1800's.
- In cooperative groups design a mural illustrating the different groups of New Jersey's early people.
- Dress-up as Native Americans and give an oral report about Indian tribe of New Jersey. Explain how they live, discuss the struggles they face, and successes they accomplished. Using a variety of research tools, e.g., internet, library, research Paleo Indians, Archaic Indians, Woodlands Indians, or Lenape Indians.
- Celebrate a "New Jersey Harvest Festival". Students will retell *Rainbow Crow*, bring in food of the time period, sing songs, and make an Indian weaving.
- Using a variety of research tools, e.g., internet, library, prepare a research paper on Christopher Columbus, Henry Hudson, James the Duke of York, Governor William Livingston, or Giovanni da Verrazano.
- Using a variety of research tools, e.g., internet, library, prepare a report by describing a New Jersey community in the 1700's.

Resources:

History of Native Americans, Europeans, & Colonists:

- http://www.readwritethink.org/files/resources/interactives/timeline_2/
- Art Supplies
- Technology
- *Rainbow Crow* a Lenape Folktale
- Technology
- Technology

Pemberton Township School District Grade 4 Social Studies

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|---|--|
| <ul style="list-style-type: none">• Make an Indian Artifact and describe its importance.• In cooperative groups create a symbol of the American Revolution and write a poem about it.• Create a mock session: Loyalists and Patriots retell from their point of view. | <ul style="list-style-type: none">• http://www.westernartifacts.com/index.htm• Symbols of American Revolution• http://mrnussbaum.com/amrevolution/loyalists/ |
|---|--|

Pemberton Township School District

Grade 4 Social Studies

Learning Opportunities/Strategies:

North and the South: The Civil War:

- In cooperative groups assume the role of a reporter and write a newspaper headline and article on the Civil War. Discuss the reasons each side had for the war. Does your group agree with the South or North? Explain your reasons clearly and share with the class.
- Create a diorama of the Civil War.
- Read aloud *Let Freedom Ring* by Kristin Thoennes Keller, and discuss slave trade with class.
- Read aloud *Searching for the Underground Railroad* by Joyce Hanson and Gary McGowan and discuss the importance of the “Underground Railroad”.
- In cooperative groups, discuss the routes of the “Underground Railroad” that slaves took in the south. How did the people in New Jersey help them escape? Create a poem about their struggle.
- Write a report on a famous African American of the Civil War.
- Play “Vocabulary Bingo” using terms from the Civil War and names of famous people during this time period.

Resources:

North and the South: The Civil War:

- <http://www.civilwar.org/education/history/civil-war-overview/overview.html>
- <https://www.nps.gov/civilwar/index.htm>
- *Let Freedom Ring* by Kristin Thoennes Keller
- *Searching for the Underground Railroad* by Joyce Hanson and Gary McGowan
- <http://www.42explore2.com/undergrd.htm>
- http://teacher.scholastic.com/activities/bhistory/underground_railroad/
- <http://www.scholastic.com/teachers/article/civil-war-1861-1865>
- Bingo board

Pemberton Township School District

Grade 4 Social Studies

Learning Opportunities/Strategies:

The Change and Growth of New Jersey and Our Nation:

- In cooperative groups, make a chart listing changes and growth of New Jersey during the early twentieth.
- Write a letter from point of view in 1900's explaining their stand on allowing the women to vote.
- Create a talk show interviewing famous women who influenced the right to vote in 1900.
- In cooperative groups, create an advertisement to support the right for women to vote.
- Read aloud *Susan B. Anthony* by M. Rustad. Discuss how Susan B. Anthony fought for equal rights.
- Read aloud *The Day Gogo Went to Vote* by Elinor Sisulu. Discuss how native Africans were not allowed to vote in South Africa until recently. Discuss the importance and responsibility of freedom.
- Hold a class election. Create an election ballot and posters. Each candidate will give a speech about why he/she is running for office and what they will do for their classmates.

Resources:

The Change and Growth of New Jersey and Our Nation:

- Chart paper
- Sample letter
- <http://teacher.scholastic.com/activities/suffrage>
- Sample advertisements
- *Susan B. Anthony* by M. Rustad
- *The Day Gogo Went to Vote* by Elinor Sisulu
- Sample election ballot

Pemberton Township School District Grade 4 Social Studies

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| <ul style="list-style-type: none">• Each student will make a poster of Ellis Island and describe their ancestry. What impact do these individuals have on New Jersey and our nation?• Using a graphic organizer, summarize the key facts that changed New Jersey in the early twentieth.• Students brainstorm three things that they like to do now that is different from how they were done in the past. Students create a book. Label one page “Then” and the adjoining page “Now”. Students draw what the activity looked like in the past and what it looks now. Students will label and explain their illustrations.• Students will do “Smart board’ activities. They will play “Time Maker”, and “Order around Me”.• Students will create a play “New Jersey’s Past and Present”.• Describe a postcard of New Jersey. (Example: Illustrate G or vegetables for Garden State) Write a note to a friend describing what he/she saw there and did there.• Make a display board of New Jersey. Illustrate historical places in New Jersey. | <ul style="list-style-type: none">• http://teacher.scholastic.com/activities/immigration/tour/• http://my.hrw.com/nsmedia/intgos/html/igo.htm• “Then” and “Now” booklet• http://www.scholastic.com/American
Smartboard• Play script template• Sample postcards• http://www.state.nj.us/nj/things/historical/ |
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Pemberton Township School District

Grade 4 Social Studies

Learning Opportunities/Strategies:

Culture:

- Trace hand and use it as a tree and draw family members around it. Write essay about your family's traditions.
- Invite community members from different ethnic groups. Discuss their heritage from the past and the present and how the changes in New Jersey and our nation changed their lives.
- Celebrate African American culture with song, dance, food, and oral reports.

Resources:

Culture:

- Definition of family tree
- Definition of family tradition

- Invitation

- <http://www.factmonster.com/spot/bhmbios1.html>

Pemberton Township School District

Grade 4 Social Studies

Learning Opportunities/Strategies:

Understanding Character, Folklore, and Fictional Characters:

- Read aloud *John Henry* by Ezra Jack Keats. Students will analyze the person's action and then form an opinion of those actions.
- Read aloud New Jersey Folklore, *Spirit Lodge* by Virginia Hamilton. Chief Quaquahela believed in peace for all people. Create a peace poster and give oral report on how it relates to the story.
- Read aloud *Paul Bunyan* by James McGillivray. Write a poem about Paul Bunyan.
- Read aloud *Aunt Flossie's Hats* by E. Fitzgerald. Recall events and how their family is stronger for these memories.
- Read aloud *Stop Picking on Me* by Pat Thomas. Discuss steps to stop bullying. Write an essay on ways to stop bullying.
- Read aloud *Dealing with Bullying* by Marianne Johnston. Discuss ways you'll stop bullying. Students will make a cartoon about stopping bullying.
- Read aloud *Amelia Take Commands* by Marisa Moss. Students will act out story.

Resources:

Understanding Character, Folklore, and Fictional Characters:

- *John Henry* by Ezra Jack Keats
- *Spirit Lodge* by Virginia Hamilton
- Poster
- *Paul Bunyan* by James McGillivray
- *Aunt Flossie's Hats* by E. Fitzgerald
- *Stop Picking on Me* by Pat Thomas
- *Dealing with Bullying* by Marianne Johnston
- <http://www.readwritethink.org/files/resources/interactives/comic/index.html>
- *Amelia Take Commands* by Marisa Moss

Pemberton Township School District Grade 4 Social Studies

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Student-led activities • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem-solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Paired projects with teacher guidance • Flexible time allotment • Repetition of content 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Small group projects with teacher guidance • Flexible time allotment • Repetition of content