



Grade 4 Unit 2 - Let Freedom Ring

Unit Focus

The concept of liberty forms the foundation for the rebellious birth of the United States. Students will be guided by unit themes which consider the questions, "How do people's actions and choices affect others?" and "What is freedom?" This unit will highlight the thirteen colonies, with a focus on mapping the geographic, economic, and religious differences. This knowledge will help students understand why colonists settled in various regions and the cultural and environmental impacts of those settlements.

Students will also analyze the multiple causes and precursors of the American Revolution (including the French & Indian War, various imposed taxes, and acts of protest against the British Crown), questioning the necessity of the fight. Much of the focus will center on disagreements that led to the American Revolution and the reasoning and motivation as to why colonists chose to speak out against the British Crown. Students will use primary source documents and other resources to evaluate the "truth" of the Boston Massacre and other key events leading to conflict between the British Crown and the Colonies. Through an investigation into these causes, students will see that historians must consider why colonists were willing to suffer through terrible hardships and years of war in their quest for independence. Using "Argument Protocol", students will debate the benefits and risks of being Loyalists or Patriots. This ultimately reveals how various groups of people are able to impact history. At the individual level, students will also be investigating important battles and heroes/heroines of the war. Through a final reflection (and exit slip) students will look back at the concept of freedom and wonder whether it is worth the fight.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 4</i> 1010840 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.3--5.1 Explain why compelling questions are important to others (e.g., peers, adults). • INQ.3--5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. <p>1010846 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS <i>1010847 Civics</i></p> <ul style="list-style-type: none"> • CIV.4.1 Illustrate historical and contemporary means of changing society. <p><i>1010849 Economics</i></p> <ul style="list-style-type: none"> • ECO.4.2 Identify positive and negative incentives that influence the decisions people make. • ECO.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that 	<p>T1 Analyze how geography impacts people and people impact geography (<i>Analyzing</i>)</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Alternate Perspectives</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Humans impact and are influenced by their environment.</p> <p>U2 Individuals and groups create change based on action and the spread of ideas.</p> <p>U3 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U4 Historians use evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex.</p>	<p>Q1 What was the impact of geography on Europeans settlements in the original 13 colonies?</p> <p>Q2 How do people and/or groups impact history?</p> <p>Q3 What is freedom and how did it change through the American Revolution?</p> <p>Q4 Why do historians consider multiple and complex causes and effects of events?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>are used to produce goods and services. <i>1010854 Geography</i></p> <ul style="list-style-type: none"> • GEO.4.1 Construct maps and other graphic representations of both familiar and unfamiliar places. • GEO.4.7 Explain how human settlements and movements relate to the locations and use of various natural resources. <i>1010863 History</i> • HIST.4.3 Use evidence to develop a claim about the past. • HIST.4.2 Explain probable causes and effects of events and developments. <i>1010867 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i> • INQ.3--5.6 Gather relevant information from multiple sources while using the origin, structure and context to guide the selection. <i>1010872 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i> • INQ.3--5.10 Construct arguments using claims and evidence from multiple sources. • INQ.3--5.11 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. 	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 that the environment, landforms, resources, and climate affect the crops, businesses, economy, and lives of individual settlers in the thirteen colonies.</p> <p>K2 aspects of colonial life and government in America.</p> <p>K3 the different factors which defined colonists as loyalists, neutral, or patriots.</p> <p>K4 the causes of the Revolutionary War</p> <p>K5 Vocabulary: colonize, colonies, natural resource, economy, trade, industry, freedom, tolerance, intolerance, taxation, representation, protest, representative, revolution/revolutionary, massacre, independence, patriot, loyalist, neutral, traitor, Sons of Liberty</p>	<p>S1 explaining that compelling questions are important and open to interpretation</p> <p>S2 using evidence to explain cause and effect and build a claim</p> <p>S3 illustrating historical and contemporary means of changing society</p> <p>S4 identifying positive and negative incentives that influence the decisions people make</p> <p>S5 identifying examples of the variety of resources that are used to produce goods and services</p> <p>S6 constructing maps and other geographic representations</p> <p>S7 explaining how culture influences the way people modify and adapt to their environments</p> <p>S8 explaining how human settlements and movements relate to the location and use of various natural resources</p> <p>S9 Gathering and using relevant information from multiple sources</p> <p>S10 constructing arguments/developing claims</p> <p>S11 constructing explanations</p>	