

Grade Four Social Studies

Unit One

Unit Title: Colonial New Jersey and America

Essential Questions:

- Why do people move to other places?
- How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?
- Why do people from diverse cultures sometimes experience conflict?
- How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?
- How do primary sources help us to understand what happened in the past?
- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?

Enduring Understandings / Content Statements:

- Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s (opportunity costs).
- Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.
- Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony.
- Many of the founding documents for the colonies (such as the Mayflower Compact) were based on the idea of the consent of the governed.
- The diverse settlement patterns in colonial New Jersey necessitated a degree of religious freedom and tolerance in the political structure.
- The struggle for religious freedom has been a constant theme in American history.
- Primary source documents provide a valuable and authentic record of the past.

NJSLS Correlations:

- 6.1.4.A.1 Explain how rules and laws created by ...governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “**common good**” have influenced change at the local and national levels of United States government.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.1 Apply opportunity cost to evaluate individual’s decisions, including ones made in their communities
- 6.1.4.C.2 Distinguish between needs and wants and explain how **scarcity** and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of NJ.
- 6.1.4.D.2 Summarize the reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.4 Explain the key events that led to the creation of the United States and the state of New Jersey.

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6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact...) to present day government and citizenship.

Sample Assessment / Targeted ELA Common Core:

Conflict Resolution. Read background about the relations between the Native Americans and the Puritans in New England and the Lenni Lenapi and the Quakers and other settlers in the Delaware Valley (eastern Pennsylvania and western New Jersey). Identify the sources of conflict and the positions and interests of the European settlers and the Native Americans. Divide into pairs of students. Some pairs of students roleplay a negotiation in New England; others roleplay a negotiation in the Delaware Valley. Compare the negotiations with what really happened in New England (King Philips War) and New Jersey/Pennsylvania (an unwritten peace treaty that held for 75 years) and the impact on the Native American populations. Write an essay explaining what factors might have caused this difference and identifying why people from diverse cultures sometimes experience conflict and how understanding multiple perspectives might lead to greater cooperation and peaceful coexistence.

Common Core ELA Standards:

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain...ideas or concepts in a historical...text
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 Read and comprehend informational texts...
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
- W.4.7 Conduct short research project that builds knowledge through investigation of different aspects of a topic
- W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one...)
- SL.4.2 Paraphrase ...information presented in diverse media,...including orally

Primary Sources. Students read relevant excerpts from the following primary source documents (we will provide simplified versions online) and prepare a written essay, citing specific examples from the texts, comparing the documents to respond to the questions.

- How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?
- Did colonists in New England and New Jersey enjoy religious freedom?
- Did religious freedom in New Jersey increase or decrease from 1664 to 1683?
- How do primary sources help us to understand what happened in the past?
 1. Mayflower Compact, 1620 (may be found at avalon.law.yale.edu/17th_century/mayflower.asp)
Excerpt: “for our *better Ordering and Preservation*, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, *such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony*; unto which we promise all due Submission and Obedience.. .”
 2. Agreement of the Lords Proprietors of the Province of New Jersey (1664)
Excerpt: “...no person qualified as aforesaid within the said Province, at any time shall be any ways molested, punished, disquieted or called in question for any difference in opinion or practice in matte of religious concerns, who do not actually disturb the civil peace of the said Province; but that all and every such person and persons may from time to time, and at all times, freely and fully have an' enjoy his and their judgments and consciences in' masters of religion throughout the said Province they behaving themselves

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peaceably and quietly, and not using this liberty to licentiousness, nor to the civil injury or outward disturbance of others; any law, statute or clause contained, or to be contained, usage or custom of this realm of England, to the contrary thereof in any wise notwithstanding”

3. Charter for the Province of West New Jersey, 1676 (avalon.law.yale.edu/subject_menus/statech.asp)

Excerpt: *...we the Governor and Proprietors, freeholders and inhabitants of West New Jersey, **by mutual consent and agreement, for the prevention of invasion and oppression, ...and for the preservation of the peace and tranquility** of the same: We do make and constitute these our agreements there shall be a General Free **Assembly** for the Province aforesaid, yearly and every year, at a day certain, **chosen by the free people** of the said Province, whereon all the representatives for the said Province, shall be summoned to appear, to consider of the affairs of the said Province, and to make and ordain such acts, and laws, as shall be requisite and necessary for the good government and prosperity of the free people of the said Province.”*

Excerpt: *“...no men, nor number of men upon earth, hath power or authority to rule over men's consciences in religious matters, therefore it is consented, agreed and ordained, that no person or persons whatsoever within the said Province, at any time or times hereafter, shall be any ways upon any presence whatsoever, called in question, or in the least punished or hurt, either in person, estate, or privilege, for the sake of his opinion, judgment, faith or worship towards God in matters of religion. But that all and every such person, and persons may from time to time, and at all times, freely and fully have, and enjoy his and their judgments, and the exercises of their consciences in matters of religious worship throughout all the said Province.”*

4. Fundamental Constitutions for the Province of East New Jersey, 1683

(avalon.law.yale.edu/subject_menus/statech.asp)

Excerpt: *“Since the right of government, as well as soil, is in the four and twenty Proprietors, and that the same is confirmed to them a new by a late patent from James Duke of York pursuant to patent granted to Him from the King; the Proprietors **for the well ordering and governing of the said Province**, according to the powers conveyed to them, do grant and declare, that the government thereof shall be as followeth, VIZ. ...for the government of the Province, there shall be a great Council, to consist of the four and twenty proprietors, or their proxies in their absence, and one hundred forty-four **to be chosen by the freemen of the Province.**”*

Excerpt: XVI. *All persons living in the Province who confess and acknowledge the one Almighty and Eternal God, and holds themselves obliged in conscience to live peaceably and quietly in a civil society, shall in no way be molested or prejudged for their religious persuasions and exercise in matters of faith and worship; nor shall they be compelled to frequent and maintain any religious worship, place or ministry whatsoever: Yet it is also hereby provided, that no man shall be admitted a member of the great or common Council, or any other place of publick trust, who shall not profaith in Christ Jesus, and solemnly declare that he doth no ways hold himself obliged in conscience to endeavour alteration in the government, or seeks the turning out of any in it or their ruin or prejudice, either in person or estate, because they are in his opinion hereticks, or differ in their judgment from him: Nor by this article is it intended, that any under the notion of this liberty shall allow themselves to avow atheism, irreligiousness, or to practice cursing, swearing, drunkenness, . . . murdering or any kind of violence, or indulging themselves in stage plays, masks, revells or such like abuses; for restraining such and preserving of the people in deligence and in good order, the great Council is to make more particular laws, which are punctually to be put in execution.*

Common Core ELA Standards:

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain...ideas or concepts in a historical...text
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text

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- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 Read and comprehend informational texts...
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
- W.4.7 Conduct short research project that builds knowledge through investigation of different aspects of a topic
- W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research

Content / Focus Questions:

Why do people move to other places?

- Who were the settlers, where did they come from and where did they settle?
- Why did Europeans leave their homes to settle in America in the 1600-1700s?
- What were the opportunity costs?
- Why did the colonists choose to settle where they did?

What were the British colonies in America like in the 1770s?

- What is a colony?
- Why were colonies beneficial to the mother country?
- What does self-sufficient mean?
- What was an indentured servant?
- Why did we have slaves in colonial America?
- Compare the lives of slaves, indentured servants, and apprentices in British colonial North America

How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?

- What is a social contract?
- What does "consent" of the governed mean?
- Why is religious tolerance important?
- Why did the proprietors of New Jersey think it was necessary to grant a degree of religious freedom to the settlers in the colony?
- Did the English conquest of the Dutch in what is now New York and eastern New Jersey have any effect on religious freedom in the colony?
- Did the Quaker views have any effect on religious freedom in New Jersey?
- Were the laws and government established in the founding constitutions fair?
- Did the laws, charters, agreements, and constitutions discriminate against anyone?
- How much religious freedom should people have?
- Why are primary sources valuable records of the past?
- How do primary sources help us to understand what happened in the past?

Why do people from diverse cultures sometimes experience conflict?

- What were the sources of the conflicts between the colonists and the Native Americans?
- How were the conflicts resolved by the Quakers who settled in West Jersey/Pennsylvania as compared with the Puritans who settled in New England?
- What was the impact on the Native American population?
- How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?

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How did the decisions of individuals and groups influence the creation of New Jersey and the United States?

Sample Activities and Resources :

- Students create a map of colonial New Jersey. Students can locate some of the early settlements on the map, and color code approximate regions where different types of settlers lived.
- Students write a letter to a friend back in Europe, describing what life was like in colonial New Jersey, and whether it was better or worse than the country they left.
- Students pretend they are the proprietors of New Jersey, and draft what they think is the best constitution for the colony. Students should be able to explain the reasons for the provisions of their constitution, the people it will serve, whether it is fair, and how it helps them.
- *Voices of Colonial New Jersey* (National Geographic)
- Morris County Library NJ History Resources for Kids: <http://www.gti.net/mocolib1/kid/njhistory.html>
- Hangout NJ: Cartoon History of the Exploration of New Jersey: http://www.state.nj.us/hangout_nj/images_cartoon/exall.pdf
- *Colonial Life* (Childrens Press) or *Voices of Colonial New Jersey* (National Geographic) or *Colonial America (You Choose)* by Allison Lassieur, (Capstone Press)(Students can choose several endings.)
- *Outrageous Women of Colonial America* (Furbee--(Jossey-Bass).
- *...If you sailed on the Mayflower in 1620* (Scholastic, 1991)—nonfiction information about the Pilgrims on the Mayflower and in America
- Mayflower Compact (may be found at avalon.law.yale.edu/17th_century/mayflower.asp)
- Charter for the Province of West New Jersey (may be found at avalon.law.yale.edu/subject_menus/statech.asp)
- Fundamental Constitutions for the Province of East New Jersey (may be found at avalon.law.yale.edu/subject_menus/statech.asp)
- *We the People: The Citizen and the Constitution*, Lesson 1 (Center for Civic Education, 2011)

Unit Two

Unit Title: New Jersey and the American Revolution

Essential Questions:

- How has the use of land and resources changed over time, and what has the impact been on the environment?
- How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?
- How do people in different places and times make decisions about how to utilize their resources?

Enduring Understandings / Content Statements:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Humans have natural inalienable rights, including life, liberty, and property
- Natural rights (and ethical behavior) require that each person respect the dignity and rights of others.
- The Declaration of Independence was written to explain why the colonists wanted to separate

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- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?
- What is the function of money, and what gives it value?
- What causes revolutions?
- What was the purpose of the Declaration of Independence and what has been its enduring impact?
- Why was New Jersey’s location significant in the American Revolutionary War?
- Was the Revolutionary War worth fighting?
- How have events of the past shaped the present?

from Britain.

- The Declaration of Independence has had an enduring impact because of its clear statement of the natural rights of each individual to life, liberty and the pursuit of happiness and to the right of the people to institute a new government when their current government does not protect these natural rights.
- The regional geography of New Jersey played a crucial role in the American Revolution and the survival of the Continental Army.
- The Revolutionary War created harsh economic conditions in New Jersey, forcing the Continental Army and New Jersey citizens to make difficult choices. (opportunity costs)
- Money, which serves as a means of exchange and store of value, became scarce during and after the war.
- The American colonists gained a huge expanse of land with the Peace Treaty (1783) that ended the American Revolution.
- Key historical events, documents, individuals and choices made led to the development of our nation.

NJSLS Correlations:

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influence change at the local and national levels of U.S. government
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions...
- 6.1.4.C.2 Distinguish between needs and wants and explain how [scarcity](#) and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.10 Explain the role of money...
- 6.1.4.D.4 Explain how key events that led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Declaration of Independence...) to present day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.

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Sample Assessment / Targeted ELA Common Core Standards:

Analysis of the Declaration of Independence (available online at http://www.archives.gov/exhibits/charters/declaration_transcript.html):

Carefully and closely read and analyze the Declaration of Independence. Write an essay responding to the following questions: How did the Declaration of Independence explain to Britain why the American colonies were breaking away from the British empire? What does the Declaration of Independence say about individual rights? What does it say is the purpose of government and the sources of its power? Why do you think the Declaration has had an enduring impact on the development of democratic nations?

Common Core ELA Standards:

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3 Explain events...ideas or concepts in a historical...text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text
- RI.4.5 Describe the overall structure of events, ideas, concepts
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.1.10 Read and comprehend informational texts, including history/social studies...
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research.

Surveyor's letter to General Washington:

- Activity: students assume the role of a surveyor attached to the Continental Army, and write a letter to General Washington explaining why Morristown is a good choice for winter encampments. The letter should also address some of the anticipated difficulties.
- Good content score references: the regional geography of New Jersey and the protection afforded by the hills, proximity to the British in New York, the iron deposits and economic resources of northern New Jersey, the ability to command the corridor between New York and Philadelphia.

Common Core ELA Standards:

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

"Not Worth a Continental":

- Activity: students write three diary accounts, one from the perspective of a New Jersey farmer who had his crops and animals confiscated by Continental troops, and was forced to accept worthless Continental dollars, one from the officer who was forced to choose between letting the army starve or coercing the farmer, and one from the perspective of a New Jersey Tory. These are appended to a short research paper or essay explaining why there was a problem with the Continental currency.
- Good score references: the dire situation of the Continental Army, the rich natural resources of New Jersey, the reasons why the currency was worthless, the extent to which government may impose on citizens, individual rights and dignity, the different perspectives of individuals in a given situation.

Common Core ELA Standards:

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Was the Revolutionary War worth fighting?

Compare a map of the North American colonies in 1776 with a map of the United States of America after the Peace Treaty was signed with Britain in 1783. What did the colonists gain? What did Britain lose? Consider the lives and property lost as well as the change in land. Write a short essay explaining whether or not you think the war was worth fighting by the British? By the Americans? Support your conclusions with evidence.

Common Core ELA Standards:

RI.4.3 Explain events...ideas or concepts in a historical...text.

RI.4.7 Interpret information presented visually...or quantitatively and explain how the information contributes to an understanding of the text

R.1.4.9 Integrate information from two texts on the same topic in order to write about the subject knowledgeably.

RI.1.10 Read and comprehend informational texts, including history/social studies...

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research.

Focus/Content Questions:

Why did we have the American Revolution?

- What is a revolution?
- What causes revolution?
- Why is freedom important?
- What were the economic, political and cultural causes for the American Revolution?

What were the different perspectives regarding the relationship between the colonies and Britain?

- What was the perspective of King George and the British Parliament?
- Did everyone support the war and the troops? Were Americans united as a nation at this time?
- What were the different perspectives of Tories, Patriots, and Continental officers regarding the Revolution and whether the people should support the army?
- Is it ever right to violate someone's property rights? Do the ends ever justify the means?

What was the purpose of the Declaration of Independence?

- What did it say was the purpose of government?
- Why did the colonists state that they were breaking about from Britain?
- Why was signing the Declaration of Independence a risk for the Founders?
- How can you explain the inconsistency between this ringing cry for freedom and equality and the treatment of slaves, Native Americans and women in the American colonies at the end of the 18th century?

Why was New Jersey called the "Crossroads of the Revolution"?

- Why was New Jersey the site of so many battles and encampments in the American Revolution?

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- Why did Washington choose Morristown as the site for two winter encampments?
- What were the advantages and disadvantages of this location?
- What challenges faced the Continental Army as it encamped in New Jersey?
- What was the effect of the war and the encampments on the population?

Did everyone support the war and the troops? Were Americans united as a nation at this time?

- What were the different perspectives of Tories, Patriots, and Continental officers regarding the Revolution and whether the people should support the army?
- Is it ever right to violate someone's property rights? Do the ends ever justify the means?

Was the Revolution worth fighting?

- What were the costs?
- Was the Revolution worth fighting by the Americans?
- Was it worth fighting by the British?

What was the impact of the Revolution War on the American economy?

- How did people alter the environment?
- Why did the Continental money lose its value?
- How did the location and resources of New Jersey affect its history and development?

Sample Resources :

- *Voices from Colonial America: New Jersey* (National Geographic) chapter on Independence
- *Road to Revolution* (National Geographic)
- *Katie's Trunk*, by Ann Turner (Aladdin Paperbacks / Simon & Schuster)
- *We the People: The Citizen and the Constitution, Level 1*, Unit 1 (Center for Civic Education)
- *Yertle the Turtle* (Seuss) abuse of authority—compare the actions of King Yertle and King George
- *Declaration of Independence* (available online at http://www.archives.gov/exhibits/charters/declaration_transcript.html)
- *George Washington's Socks* (Woodruff, 1991)
- Trenton Old Barracks website for children at <http://www.barracks.org/>
- *Virtual Economics* (Council for Economic Education)
- "If we do not hang together we will all hang separately," Benjamin Franklin is quoted as having said to the signers of the Declaration of Independence. How does the final line in the 1776 New Jersey constitution support this statement: "if a reconciliation between Great-Britain and these Colonies should take place, and the latter be taken again under the protection and government of the crown of Britain, this Charter shall be null and void—otherwise to remain firm and inviolable. "

Unit Three

Unit Title: American Constitutional Government

Essential Questions:

- What basic ideas about government did the Founders have?

Enduring Understandings / Content Statements:

- The Founders believed that human beings had certain natural rights to life liberty and property

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- What is democracy?
- What is a republican government?
- What is a constitutional government?
- What did we learn from government under the Articles of Confederation?
- How does the U.S. Constitution organize our government to prevent an abuse of power?
- How do the Constitution and Bill of Rights protect our rights?
- What is federalism and how does it work?
- How do the Constitution and Bill of Rights reflect American values of fairness, equality and diversity?
- What is the role of the citizen in the American system of republican democracy?

and to protect these rights people consent to obey the laws and government they create.

- Democracy is self-government
- In a republican government (or representative democracy) the people elect individuals to represent their views in government and serve the common good.
- A constitutional government follows a set of rules and laws that outlines how government should be organized and run and what it should do.
- The Articles of Confederation provided for a weak national government with no president but it kept the states together during the war with Britain.
- The U.S. Constitution provides for diffused power through federalism and separation of powers among three branches of government.
- Federalism provides for the national government to have only those powers granted by the Constitution and other powers shared with or reserved to the states.
- The U.S. Constitution and Bill of Rights reflect American values of fairness, equality and diversity by protecting individual rights and giving voice to diverse views through representation in government.

NJSLS Correlations:

- 6.1.A.4.1 Explain how rules and laws created by community, state and national governments protect the rights of people, help to resolve conflicts, and promote the common good.
- 6.1.4.A.2 Explain how fundamental rights guaranteed by the US Constitution and Bill of Rights contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national level of the US government.
- 6.1.4.A.4 Explain how the United States government is organized and how the Constitution defines and limits the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state and national levels, the services provided and the impact of policy decisions made at each level.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.D.5 Relate key historical documents to present day government and citizenship.
- 6.1.4.D.6 Explain how fundamental rights guaranteed by the US Constitution and Bill of Rights contribute to the continuation and improvement of American democracy

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6.3.A.4.2 Contact local officials and community members to acquire information and/or discuss local issues.

Sample Assessment / Targeted ELA Common Core:

How does the Constitution try to prevent abuse of authority?

Activity: Students work in small groups to draw an image showing how federalism and separation of powers works. Students explain how federalism and separation of powers can help prevent abuse of authority, and how federalism or separation of powers can negatively impact the functioning of state and federal government. Use the provisions of the U.S. Constitution to make a chart of the powers that the national government has; the powers reserved to the states; and areas with concurrent authority. Students write an opinion piece considering the benefits and disadvantages of federalism and separation of powers and conclude whether these mechanisms to prevent abuse of power by diffusing power are more beneficial or harmful, with supporting evidence.

Common Core ELA standards:

- RI.4.2 Determine the main idea of a text and explain how it supported by key details...
- RI.4.3 Explain events...ideas or concepts in a historical...text, including what happened and why
- RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text
- RI.4.5 Describe the overall structure of events, ideas, concepts or information in a text
- RI.4.7 Interpret information presented visually, orally,...
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
- W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.1 Engage effectively in a range of collaborative discussions (in groups)

You are at the Constitutional Convention

Activity: Conduct a mock Constitutional or Federal Convention, assigning each student a role as a delegate for one of the 13 states. Have students debate and determine how many representatives each state should have, using the estimated population of the 13 states in 1787 (See <http://www-958.ibm.com/software/data/cognos/manyeyes/datasets/c8a7f42074a711dfbfe7000255111976/versions/1> or use the 1790 census or *We the People* level 1, lesson 9). Students round the populations of each state and list how many representatives each state would have if there was one representative for each 30,000 people. Compare these numbers with the idea of two representatives for each state and debate the merits of both proposals. After the students come to an agreement (or fail to come to an agreement), have the same students playing the roles of representatives from each of the states try to determine whether and how slaves should be counted as part of the population for purposes of representation. Compare the results of the student negotiations with the Great Compromise. Students write a short essay explaining what might have happened if the delegates had been unable to come to an agreement and why it is sometimes necessary to make compromises.

Common Core ELA and Math Standards:

- RI.4.2 Determine the main idea of a text and explain how it supported by key details...
- RI.4.3 Explain events...ideas or concepts in a historical...text, including what happened and why
- RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text
- RI.4.5 Describe the overall structure of events, ideas, concepts or information in a text
- RI.4.7 Interpret information presented visually, orally,...
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
- W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1 Engage effectively in a range of collaborative discussions (in groups)

Also MATH

The role of a citizen in a democratic society

Activity: In small groups or as a class, identify a problem in your community that you would like to solve. Research the issue. Hold a mock town council meeting. Develop a plan of action to resolve the problem and bring your plan to your local town council for their consideration

Common Core ELA Standards

RI.4.2 Determine the main idea of a text and explain how it supported by key details...

RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text

RI.4.7 Interpret information presented visually, orally,...

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.

W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1 Engage effectively in a range of collaborative discussions (in groups)

SL.4.2 Paraphrase portions of a text ...in diverse media and formats, including visually, quantitatively and orally.

Content / Focus Questions:

What basic ideas about government did the Founders have?

- What are natural rights?
- Why do we have them?
- How do we protect them?
- What is consent of the governed?

What is a republican government?

- What is the common good?
- What is civic virtue?
- How can we decide what is for the common good?
- Why do we need elected representatives?

What is constitutional government?

- Why is it important to limit a government's powers?
- What is a dictatorial government?
- What is a constitution?
- How does a constitution limit a government's powers?

What were the first state governments like?

What can we learn from New Jersey's first Constitution (1776)?

What did we learn from government under the Articles of Confederation?

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- What was accomplished under the Articles of Confederation?
- What problems did the national government have under the Articles of Confederation?

How does the U.S. Constitution limit the powers of government?

- What is separation of powers?
- What is checks and balances?
- How do checks and balances and separation of powers function to prevent an abuse of authority?
- What is the power of judicial review?

What is federalism and how does it work?

- How is power dispersed in a federal system of governance?
- What is the supremacy clause?
- How does New Jersey's state government function?

How do the Constitution and Bill of Rights reflect American values of fairness, equality and diversity?

How does the Constitution protect our rights?

- How does the Constitution protect the right to freedom of expression?
- What are the benefits of freedom of expression?
- Why was freedom of expression important to the Founders?
- How does the First Amendment protect freedom of religion?
- Why was freedom of religion important to the colonists?

What is the role of the citizen in the American system of republican democracy?

- Why is it important to vote?
- Why is it important to balance your individual self-interest with the common good?
- How do taxes support government?

Sample Activities and Resources :

- Compare the powers of government under the Articles of Confederation and the U.S. Constitution in a T-chart
- Compare New Jersey 1776 state Constitution (may be found at <http://www.state.nj.us/njfacts/njdoc10a.htm>) with the Virginia or Pennsylvania constitution or the 1780 Massachusetts constitution for a comparison of separation of powers
- *Articles of Confederation*
- *Shh! We're writing the Constitution* (Jean Fritz)
- *We the Kids: A Preamble to the Constitution of the United States* (David Catrow)
- *We the People: the Citizen and the Constitution*, level 1, Units 2, 3 and 4 (Center for Civic Education) for lessons and resources about the Constitutional Convention, how the Constitution organizes and limits the powers of government and how the Constitution protects basic rights
- *United States Constitution*
- *Bill of Rights, First Amendment*
- *Current New Jersey Constitution (1947)* Look at the section about the executive and determine who could run for governor. Why do you think that it is necessary for someone to meet age, residency and other requirements in order to serve as Governor of the State? Do you think that it is a good idea to have age requirements for the Governor and other elected positions of authority? Why or why not? Do you think that it is important that the governor be a resident of the state he or she serves? Why or why not? Do you think that there should be additional qualifications or fewer qualifications? What would you add or subtract? Look at

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NJ's Constitution and identify powers that the NJ Governor is given. Make a list of these powers. Look at the list of powers the NJ Legislature has. Compare the two lists. Who do you think is more powerful and why?

Unit Four

Unit Title: Economic Development in New Jersey and the U.S.

Essential Questions:

- How has the use of land and resources changed over time, and what has the impact been on the environment?
- How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?
- How do people in different places and times make decisions about how to utilize their resources?
- How does human interaction impact the environment in NJ and the U.S.?
- How can we balance the need for economic growth and the preservation of a healthy environment?

Enduring Understandings / Content Statements:

- Availability of natural resources affects economic outcomes.
- Economic opportunities are related to the availability of resources and technology.
- New Jersey is rich in natural resources (rivers, water power)
- The geography of New Jersey facilitated the onset of the Industrial Revolution in the United States, and encouraged transportation and trade between ports and urban centers.
- New Jersey has often played an important role in the technical innovations that have fostered economic change.
- New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy
- Advancements in science and technology can have unintended consequences
- Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products.
- New Jersey's population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments.

NJSLS Correlations:

- 6.1.4.b.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of NJ and the U.S.
- 6.1.4.B.5 Describe how human interaction impacts the environment in NJ and the US
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services

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- 6.1.4.C.8 Illustrate how production, distribution and consumption of goods and services are interrelated and are affected by the global market and events in the world community
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lives in NJ
- 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of NJ and the US
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions...
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the US and the world.

Sample Assessment / Targeted ELA Common Core:

Picnic with Alexander Hamilton:

- Activity: students writes several diary entry as if they were present at Alexander Hamilton's lunch by the Paterson Falls, discussing how the Falls inspired a vision of New Jersey as a future economic and industrial power, and also as a witness to the changes that take place. The diary entries should be as a young person who is present with Hamilton as he supposedly lunches near the Falls, and as the person ages and sees the transformation of the area.
- Good score references: how the geography of New Jersey facilitated its economic growth, the role of Paterson in the Industrial Revolution, Hamilton's economic vision for America.

Common Core ELA Standards:

- RI.4.2 Determine the main idea of a text and explain how it supported by key details...
- RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text
- RI.4.7 Interpret information presented visually, orally,...
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
- W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

The Incredible, Amazing, Shrinking "Music Machine":

- Activity: students should present the history of an innovative device, such as music players from Edison's phonograph to the iPod and MP3 players, and create an annotated timeline with graphics, with special references to the contributions of New Jersey. The summary should address the question of innovation and economic change, and the changes in specific industries, in this case, the music industry. This timeline, with the graphics, should then be presented to the class to develop public speaking skills.
- Good score references: New Jersey's contributions to innovation in the music industry (ex. Edison at Menlo Park, creation of the transistor at Bell Labs in Murray Hill), how changes in technology can cause the creation, and transformation, of industries.

Common Core ELA Standards:

- RI.4.2 Determine the main idea of a text and explain how it supported by key details...
- RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text

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- RI.4.7 Interpret information presented visually, orally,...
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
- W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

My Car Came From Where?:

- Activity: students research the purchase of an imported car, and trace on a map the origin of the parts, the assembly of the car, and the transportation of the car to New Jersey through the ports, to the dealer, and finally to their driveway. The presentation should then be presented to the class.
- Good score references: annotated maps of New Jersey and the world, global contributions to finished products.

Common Core ELA Standards:

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Urban Planning:

- Activity: students should develop and present a plan to enhance the living conditions in New Jersey cities, including making them more “green”. The plan should include a description of what levels of government would participate in approving the plan.
- Good score references: maps indicating urban and “green” areas in New Jersey, the interaction of state and local governments, how cities affect the economy.

Common Core ELA Standards:

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

"Igor's Shopping Trip"

We all know that Dr. Frankenstein is always in the market for a brain. If you are Igor, his assistant, finding quality brains in modern New Jersey can be a very time consuming task. Help Igor by mapping out the places where he is most likely to find quality brains in New Jersey. Our state has many of these places. Find research labs, colleges and universities, and major corporate campuses where they conduct research and development. Locate the state's fine and performing arts centers. If you find a small start-up company that has made the news for a great new idea, include that. The more quality brains you find in a town or city, the bigger the circle that you draw should be. When you are finished, you should have a bubble map of New Jersey with circles of varying sizes. Make sure you include a key explaining the size of each bubble. Present your map to the class (you can talk like Igor, if you like), explaining what each circle represents. Can you connect the dots? Do they make a pattern? Explain to the class what this says about the geography and economy of modern New Jersey. How do many people make their living today? How is

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that different from the past? And finally, is New Jersey a good place for Igor to go shopping? Why?

Common Core ELA Standards

- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Content /Focus Questions:

- Why has New Jersey been the source of technological innovation since colonial times?
- How did the availability of water power help start manufacturing in NJ?
- How did the development of first a canal system and then a railroad system contribute to the expansion of manufacturing in New Jersey?
- Why were young people and women often employed in textile mills?
- What were the human costs of early manufacturing , such as the textile mills in MA and NJ?
- How does human interaction impact the environment in NJ and the US?
- How did the technology of the electric light change working conditions and people’s lifestyle?
- What new areas of the economy did the invention of the light bulb, the phonograph, the automobile and the motion pictures open?
- How have these inventions contributed to the improvement of our lives?
- How has the electronics and internet revolution changed the way we live?
- Why do you think many of these critical inventions were initially developed in New Jersey?
- How can we balance the need of economic development and the preservation of the environment and a life style free from unhealthy contaminants?
- How can we balance economic development and individual rights?
- How can civic virtue and the common good help us make choices that are beneficial to most members of our community?

Sample Activities and Resources :

- *Foundations of Democracy: Responsibility and Authority* (Center for Civic Education)
- *Boon Town* (Levitin, 1998)—*production*

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- *The Amazing, Impossible Erie Canal* (Harness, 1995)—the background to the development of the Erie Canal in the 1830s
- *The Bobbin Girl* (McCully, 1996)—a ten-year old girl’s experiences working all day in a hot and noisy cotton mill in the 1830s based on the memoirs of a real Lowell, MA mill girl
- *Letting Swift River Run* (Yolen, 1992—story of how a town made a decision for the common good to let the Swift River be dammed and turned into a reservoir to supply drinking water. Discuss the trade-offs , how he town made the decision and how the lives of the Swift Valley residents changed following the building of the reservoir. Who was responsible for the decision? Were the people living in the area included in the decision making process? What did the people in the towns receive in compensation for giving up their homes?
Extension: students can consider the process followed in the decision to remove people living along the Delaware River in western New Jersey in order to build Tocks Island Dam.

Unit Five

Unit Title: Forging a New Vision of Freedom and Liberty

Essential Questions:

- How have events of the past shaped the present?
- How do (can) governments promote the dignity and rights of all people?
- How have individuals or groups taken actions to promote the dignity and rights of people?
- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?
- Why do people from diverse cultures have different perspectives?
- Why might people from diverse cultures experience conflict?
- How can people from diverse cultures cooperate and coexist?
- How does understanding multiple perspectives help us to make more informed decisions?
- How have stereotyping and prejudice have led to conflict in the past and present?

Enduring Understandings / Content Statements:

- All humans have rights, including life, liberty, and property.
- Ideas of fairness or justice underlie our entire system of government
- Examining examples of justice and injustices in the past helps us to better understand and respond to issues of fairness today.
- Supporting human dignity sometimes involves making difficult ethical decisions.
- The harsh conditions of slavery in America created political and moral crises that led to the Civil War.
- New Jersey’s location and physical geography made it a transit point for the Underground Railroad.
- Discrimination on the basis of religion, race, or ethnicity has been a continuing problem in American society.
- The federal government and state governments have acted to eliminate discrimination starting with the 14th Amendment, which requires due process and equal protection for all.

NJSLS Correlations:

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “**common good**” have influenced change at the local and national levels of United States government.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

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- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
 - 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
 - 6.1.4.D.16 Describe how stereotyping and prejudice have led to conflict in the past and present.
 - 6.3.4.D.1 Identify actions that are unfair or discriminatory, and propose solutions to address such actions.
 - 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- Holocaust Mandate: NJSA18A:4A-1 et seq.

Sample Assessment / Targeted ELA Common Core:

The Hungry Visitors:

- Activity: students pretend that they are confronted with hungry, desperate travelers on the Underground Railroad in antebellum New Jersey, and must decide between helping these people and risking their freedom and their homes, or obeying the law and turning the former slaves in to the authorities.
- Good score references: the harsh conditions of American slavery, New Jersey's role in the Underground Railroad, fugitive slave laws, ethical decisions, the inherent worth of human beings.

Common Core ELA Standards:

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Upstanders, bystanders and perpetrators

Activity: Write a short essay and/or prepare an oral presentation comparing and contrasting the stories in three or more of the following books to explain how prejudice can hurt people; analyze why some people (groups and nations) act like bullies and others act with kindness and caring, and identify different types of resistance.

1. *Emma's Escape: A Story of America's Underground Railroad* (Smithsonian institution, 2003) or *A Good Night for Freedom* (Morrow, 2004) or *Follow the Drinking Gourd* (Winter, 1988)
2. *The Butterfly* (Polacco, 2000) During Nazi occupation of France, young Monique's family hides a young Jewish girl, Sevrine, and her family. A fictional tale based on real people. Pre-reading: What things do you do to help your friends? Would you help a friend if helping put you in danger? What does "courage" mean to you? Post-Reading: Was the French family brave? Explain your answer. How did the author end the story? Did the French family "make a difference" in the lives of the Jews?
<http://www.state.nj.us/education/holocaust/curriculum/>
3. *The Gold Cadillac* (Taylor, 2001) A trip from Ohio to Mississippi in the Poindexters' new gold cadillac reveals the segregation and discrimination of 1950 American south. Fiction with a factual basis.
4. *Through My Eyes* (Ruby Bridges) A first hand account of integrating an elementary school in New Orleans in 1960.

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5. *The Hundred Dresses* (Estes, 1944) A poor girl with a difficult ethnic name is discriminated against by the children in her class because she wore the same dress to school every day. Based on a true story.

Common Core ELA Standards:

- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Content/ Focus Questions:

What is fairness or justice?

- What are fair ways to resolve issues regarding the distribution of either a benefit or a burden (distributive justice)?
- What are fair ways to respond to situations where someone has wrongfully or harmfully (corrective justice)?
- What procedures ensure that decisions are made in a fair way (procedural justice)?

What is prejudice and discrimination?

- What is prejudice?
- What is stereotyping?
- What is discrimination?
- Why does prejudice and discrimination hurt?
- Why do some people and groups bully and discriminate?
- Why do other people and groups care and help?
- How do we learn to be prejudicial?
- How can each individual help to eliminate prejudice and discrimination?

How have individuals or groups taken actions to promote the dignity and rights of people?

- What were responses to slavery by slaves, their masters, abolitionists and upstanders who chose to help slaves escaping north?

How do/can governments promote the dignity and rights of all people?

- How did the 14th Amendment change legal discrimination by state governments?
- What is equal protection?
- How is due process of the law?
- How did the 14th Amendment change the relationship between the national government and the states?
- Why was the 14th Amendment not effective until the 1960s?

Why does prejudice and discrimination persist?

What can you do as an individual to fight racism and hatred?

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Sample Activities and Resources :

- *Foundations of Democracy: Justice* (upper elementary)(Center for Civic Education) lessons about fairness:
1. Consider intellectual tools for distributive justice and do “Public Hearing concerning Medical Care proposal” and discuss distributive justice. 2. Consider intellectual tools for corrective justice and do mock court hearing. 3. Consider fair ways to gather information and make a fair decision (procedural justice) and apply to situation where information was gathered and decision made
- *We the People: The Citizen and the Constitution, level 1, lessons 18-24.*
- *Emma’s Escape: A Story of America’s Underground Railroad* (Smithsonian institution, 2003) or *A Good Night for Freedom* (Morrow, 2004) or *Follow the Drinking Gourd* (Winter, 1988)
- *Pink and Say*(Polacco, 1994)(two boys involved in the Civil War, based on a true story)
- *The Hundred Dresses* (Estes, 1944)
- *Through My eyes* (Bridges, 1999)
- *The Butterfly* (Polacco, 2000) During Nazi occupation of France, young Monique’s family hides a young Jewish girl, Sevrine, and her family. A fictional tale based on real people.
- *The Gold Cadillac* (Taylor, 2001) A trip from Ohio to Mississippi in the Poindexters’ new gold cadillac reveals the segregation and discrimination of 1950 American south. Fiction with a factual basis.
- *Through My Eyes* (Ruby Bridges) First-hand account of integrating an elementary school in New Orleans in 1960.
- Compare episodes from history of U.S. such as slavery, treatment of Native Americans, limited rights for them and women
- Bill of Rights, 14th Amendment
- NJ Commission on Holocaust Education www.state.nj.us/njded/holocaust/;
- The Amistad Commission <http://njamistadcurriculum.org/>
- The Anti-Defamation League http://www.adl.org/main_Education/default.htm
- The Southern Poverty Law Center’s Teaching Tolerance project <http://splcenter.org/what-we-do/teaching-tolerance>