Unit 2: Americans & Their History

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Social Studies

Unit 2: Americans & Their History

Belleville Board of Education

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Unit Overview

Chapter two provides detailed information about American history. The content within the chapter focuses on the relationship between American Indians and Europeans and the events that led to becoming a nation of world power. Students explore these topics using primary sources and map skills.

(Reference myWorld Interactive, Chapter 2)

Enduring Understandings

- American Indians lived in North America before Europeans colonized the continent.
- Great Britain and Spain colonized what would later become the United States.
- The colonies fought for their independence and formed the United States of America.
- The United States grew and its economy industrialized.
- The United Stated fought a costly Civil War that ended slavery.
- New inventions, immigration, and an economic depression changed the United States in the early twentieth century.
- Civil rights, war, and terrorism have affected the United States since World War II.

Essential Questions

Lesson 1: America and Europe

- How have we changed and how have we stayed the same during our history?
- How have archaeologists learned about the first Americans?
- How did the first Americans live?
- What impact did European explorers have on the country?
- How did the Columbian Exchange affect life in Europe and the Americas?
- What are the elements of government in the English colonies?

Lesson 2: A New Nation

- How did the United States gain independence from Britain?
- Which events contributed to a growing movement for independence among American colonists?
- Why did Americans call for a new constitution?
- What issues were discussed at the Constitutional Convention?
- What impact did the Louisiana Purchase and the Lewis and Clark expedition have on developing the nation?

Lesson 3: Growth and Civil War

- What impact did Manifest Destiny have on the country?
- What were the causes and effects of the Industrial Revolution?
- What were the goals of Reconstruction?
- How did the growth of changes in the United States in the mid-nineteenth century affected American Indians?

Lesson 4: The United States Becomes a World Power

- What impact did the transcontinental railroad and other transportation systems have on the growth of the United States?
- How did manufacturing and inventions change life for ordinary Americans?
- What impact did immigration have on the United States?
- What were the elements of the Great Depression and the New Deal?
- What were the causes and effects of World War I and World War II?

Lesson 5: The United States Since World War II

- Why was the end of the war considered a turning point for the United States?
- How was the Cold War different from other wars?
- What were the key events of the Civil Rights Era?
- What challenges are faced by the United States today?

Exit Skills

By the end of Chapter 2, students will be able to:

- Apply and accurately use domain-specific words in context.
- Discover places different explorers explored.
- Determine elements of the Columbian Exchange.
- Determine the importance of the Manifest Destiny.
- Interpret information presented visually.
- Determine the causes of the United States entering World War II.
- Compare and contrast Abraham Lincoln's beliefs from Jefferson Davis's.
- Explain how Reconstruction was related to the Civil War.
- Evaluate how Martin Luther King, Jr. shaped America.

New Jersey Student Learning Standards (NJSLS)

SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.

SOC.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.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

Interdisciplinary Connections

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Learning Objectives

Lesson 1: America and Europe

- Evaluate how archaeologists learned about the first Americans.
- Analyze how the first Americans lived.

- Determine the impact early European explorers and colonies had on the country.
- Assess how the Columbian Exchange affected life in Europe and the Americas.
- Explain elements of government in the English colonies.

Lesson 2: A New Nation

- Identify how the United States gained its independence from Britain.
- Outline actions and events that contributed to a growing movement for independence among American colonists.
- Generate reasons that some Americans called for a new constitution in the 1780s.
- Analyze some of the issues that were discussed at the Constitutional Conventions and ratification debates.
- Assess the impact of the Louisiana Purchase and the Lewis and Clark expedition.
- Determine why abolitionist wanted to end slavery.
- Evaluate the impact of the Thirteenth Amendment.

Lesson 3: Growth and Civil War

- Determine the importance the impact Manifest Destiny had on the country.
- Analyze the causes and effects of the Industrial Revolution and the Civil War.
- Identify the goals of Reconstruction.
- Support how the growth of and changes in the United States affected American Indians.
- Analyze the contributions of Frederick Douglass, Harriet Tubman, and Blanche Bruce during the Civil War.

Lesson 4: The United States Becomes a World Power

- Determine the importance the impact of the transcontinental railroad and other transportation systems had on the growth of the United States.
- Analyze how manufacturing and inventions changed life for ordinary Americans.
- Evaluate the impact of immigration on the United States.
- Identify the elements of the Great Depression and the New Deal.
- Assess the causes and effects of World War I and World War II.

Lesson 5: The United States Since World War II

- Assess why the end of World War II is considered a turning point for the United States.
- Differentiate how the Cold War was different from other wars.
- Identify the key events of the Civil Rights Era.
- Interpret the challenges faced by the United States today.
- Determine the contributions of Dr. Martin Luther King Jr. and Rosa Parks during the Civil Rights Era.

Suggested Activities & Best Practices

Chapter 2: Americans and Their History

- Rap About It

- Quest Project-Based Learning

Lesson 1: America and Europe

- Jumpstart Activity
- Interactivity
- Literacy Skills

Lesson 2: A New Nation

- Jumpstart Activity
- Interactivity
- Map and Graph Skills

Lesson 3: Growth and Civil War

- Jumpstart Activity
- Interactivity

Lesson 4: The United States Becomes a World Power

- Jumpstart Activity
- Interactivity
- Primary Sources

Lesson 5: The United States Since World War II

- Jumpstart Activity
- Interactivity
- Citizenship

See the myWorld Activity Guide for additional resources and activities.

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests

- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- History Channel
- National Archives
- Smithsonian Education

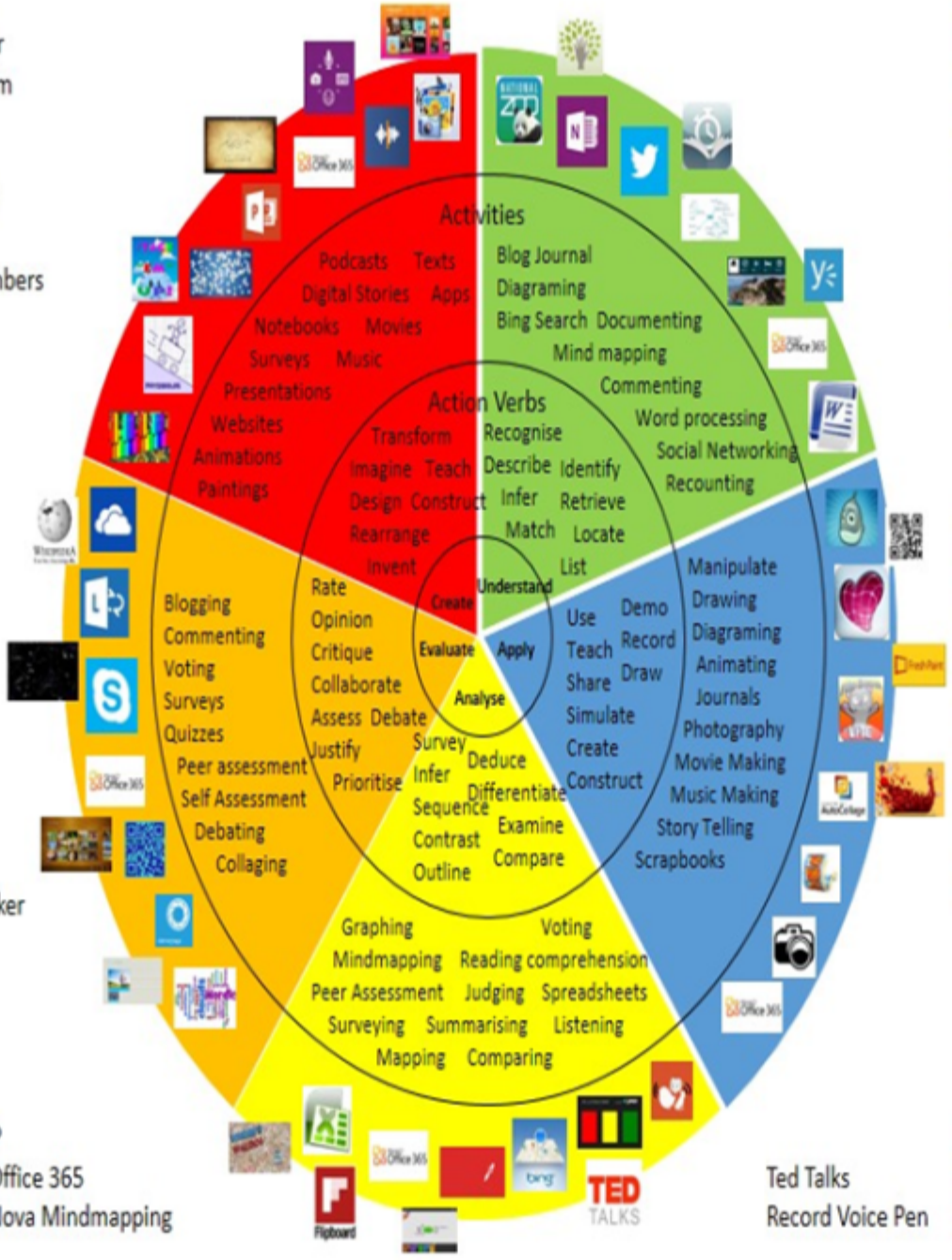
Technology Infusion

- WebQuest (Civil War)
- YouTube Video (European Explorers)
- Scholastic (Immigration: Stories of Yesterday and Today)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format

- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: