

Grade 4 Unit 2: The United States - Industry, Human Rights Reform, Constitutional Reform

Content Area: **Social Studies**
Course(s): **Social Studies Grade 4**
Time Period: **MP2**
Length: **45**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

Rationale & Transfer Goals

Students will explore fairness, justice, prejudice, and discrimination. Students will explore how individuals and groups have taken action to promote the dignity and rights of people, and how governments can promote the dignity and rights of people.

Enduring Understandings

- Basic Human rights for United States citizens are determined by the U.S. Constitution, public law and community standards.
- U.S. citizens can exercise their rights to vote, join interest groups and make positive choices in order to safeguard their human rights.
- Examining examples of justice and injustice in the past helps us better understand and respond to issues of fairness today.
- Slavery had a tremendous impact on American history.
- Discrimination based on the basis of religion, race, or gender, or ethnicity is a continuing problem in our society

Essential Questions

- How have past events shaped our present?

- How have individuals/groups taken actions to promote the dignity and rights of people?
- How do people from diverse cultures cooperate and coexist?
- How has stereotyping and prejudice led to conflicts in the past and present?

Content - What students will know

- What is fairness, justice, and equality?
- What is prejudice and discrimination?
- How does discrimination affect others?
- How does responsible, active citizenship affect others?
- Who were some of the individual's, groups that fought for the basic rights of others?
- How did these individuals take action to promote the rights and dignity of others?

Skills - What students will be able to do

- Define fairness, justice, prejudice, discrimination.
- Explain how individuals and groups have taken action to promote the dignity and rights of people.
- Explain how the government has taken action to promote the dignity and rights of people.
- Identify some of the individual's, groups that fought for the basic rights of others.
- Offer reasons as to why prejudice and discrimination exists.
- Explain how students can fight prejudice and discrimination in their lives

Instructional Activities - How we teach content and skills

- Read Alouds
- Shared Reading
- Role Play
- Small Group/Individual Projects

Evidence/Assessment - How we know students have learned

- Teacher Observation
- Student Participation
- Interactive Notebook
- Exit Tickets

- Projects
- Unit Assessments

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Civil Rights Movement Women’s Rights Character Education With Social Worker African American Cook-Off with Classroom Locating areas/features on a map	Holiday Celebrations Dr. King, Presidents Character Education African American Cook-Off Using Map Skills	Interdisciplinary activities through specials classes Assemblies Small Group Projects Read Aloud/Shared Reading Character Education With Social Worker Review Maps (symbols, keys, geographic regions)

Key Resources

- Social Studies Alive
- Interactive Notebooks
- Other Print Resources (ie... Scholastic/Storyworks, National Geographic)
- Digital Resources: (ie...Brainpop, Learn 360, Discovery Education, Bookflix,)
- Technology Resources: (ie... Digital/Flip Cameras, Smart Boards, Laptops, iPods, Listening Centers, Computer Centers)
- Second Step

21st Century Life & Careers

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary Connections

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.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.