

2nd Trimester: February

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Trimester 2**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will discuss leadership qualities of key historical leaders, understand NJ's involvement in American Revolution and Trans-Atlantic Slavery, and be able to map the Trans-Atlantic Trade Route.

Essential Questions

Who were the key historical leaders of our nation?

What was NJ's involvement in the American Revolution?

How do know where the Trans-Atlantic Trade Route was?

Map the Trans-Atlantic Trade Route.

Content

- Leadership qualities of key historical leaders *Research Biography Project
- New Jersey's Involvement in American Revolution & Trans-Atlantic slavery
- Mapping the Trans-Atlantic Trade Route

Skills

Researching

Writing

Speaking

Listening

Mapping

Assessments

Unit Assessment (S)

Mapping the trade route(F)

Biography Presidential Research Project/ Poster Presentation (F)

Constructing a Slave Ship (F)

Lessons/Learning Scenarios

Lesson 1- Leadership Qualities of key historical leaders *Research Biography Project

Lesson 2- New Jersey's Involvement in the American Revolution

Lesson 3- Mapping the Trans-Atlantic Slave Trade

Lesson 4- Compare and Contrast the immigration of the Europeans to that of the Africans

Lesson 5- Project Constructing a Slave Ship

Trans-Atlantic Slave Trade:

Standards Addressed:

- 1.) Explain the impact of the trans-Atlantic slave trade
- 2.) Summarize reasons why people voluntarily and involuntarily immigrated to America

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Social Studies

4 Day Unit: Slavery(Day 1)

Objective: SWBAT explain the impact of the trans-Atlantic slave trade on New Jersey, the nation, and the individuals of the past and present. SWBAT summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.

Procedure: SW be given 5 minutes to discuss the topic of slavery using hand signals to signify whether they have a comment, question, or answer. Set a timer and let students lead the discussion. Keep a running record of students who participate for the "Speaking and Listening" standard also, write on the board any research questions that the students developed through their discussion. Then students will take notes on scrap paper while watching a six minute informational video of the origin of slavery and the Trans-Atlantic Slave Trade. Give students 3 minutes to lead discussion on what they learned by watching the video. Then hand out World Maps. The students will use globe to label the continents and oceans. With extra time introduce the website in which the students will be using to research primary source documents to answer research questions. Demonstrate how to use the website and share note taking strategies.

Materials: Youtube clip "Crash Course Trans-Atlantic Slave Trade," World maps, Website "slavevoyages.org"

Assessment: Discussion(F), Balloon Globes(F), Unit Project(F), Information Letter (F)

Modified: Students will have information shown visually, use concrete examples, rephrase written assignments, develop organizational skills

*****End movie clip at 7.15 (seven min. and 15 sec.)*****

Social Studies

4 Day Unit: Slavery (Day 2-3)

Objective: SWBAT explain the impact of the trans-Atlantic slave trade on New Jersey, the nation, and the individuals of the past and present. SWBAT summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.

Procedure: SW use the website provided and other primary source documents such as journals and ship logs to gather information to support these statements about the Trans-Atlantic Slave Trade. Students will use the information to draw trade routes onto their balloons. Then students will present their findings along with the maps projected on the LUNA. This will take two periods of Social Studies to complete. Students who complete early will create a power point to be projected during their presentation.

Materials: World Maps, Website "slavevoyages.org", Primary source Documents

Assessment: Discussion(F), Balloon Globes(F), Unit Project(F), Information Letter (F)

Modified: Groups will be leveled so that expectations of work completion can be leveled, Students will have information shown visually, use concrete examples, rephrase written assignments, develop organizational skills

Social Studies

4 Day Unit: Slavery (Day 4)

Objective: SWBAT explain the impact of the trans-Atlantic slave trade on New Jersey, the nation, and the individuals of the past and present. SWBAT summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.

Procedure: SW use the knowledge of the Trans-Atlantic Slave Trade and two primary sources to write a letter to either their family back in Africa or a slave owner. The students may chose who they want to write to. Students will write two paragraphs describing the conditions of the ship, the emotions they felt, and why slavery should be abolished. Students will be assessed based on content and grammar. Students who complete early will type their letter.

Materials: Primary source Documents, Lined paper, Image projected onto white board of African Slave Ship

Assessment: Discussion(F), Balloon Globes(F), Unit Project(F), Information Letter (F)

Modified: Students will have information shown visually, use concrete examples, rephrase written assignments, develop organizational skills, expected to write one paragraph not two

Under Ground Railroad

Social Studies

Objective: SWBAT determine the involvement of New Jersey in the underground railroad. SWBAT make personal connections to the runaway slaves by relating to freedom, courage, and right from wrong.

Procedure: SW use discussion techniques to open a 5 minute student lead discussion on "The Underground Railroad." Then students will use four websites to explore the personal stories of runaway slaves. SW work in pairs to create an information gathering note sheet based on the discussion questions that were asked during whole group discussion. If they think of any other questions during their research they may add them to the chart. Once students have visited all four websites they will flip their papers over and answer one of these three questions, "Think of a time in history when doing what was right was in conflict with the laws of the time. Do you know any examples? Describe what freedom means to you. Who do you know that has great

courage?"

Materials: Websites, Worksheets

Assessment: Note taking sheet (F), discussion (F)

Modified: Research questions written on the board to provide information visually, documents scanned into the computer to show report on the projection screen

Civil War

4 Day Lesson

Objective: SWBAT describe the overall structure of events, ideas, concepts, or information in a text. SWBAT categorized facts to create a collection sheet.

Procedure: In small groups SW discuss and list all of the text features that they find in the informational text, "A Divided Country." Students will write page numbers next to the text feature they find. Then SW work in pairs to create a glossary for the informational text using the text feature, "bolded words." Students will write the sentence the word is in, and the definition. Then SW use the Report Form process to categorize facts about the Civil War. Then students will use computers to conduct more research on the Civil War using research question that include proper nouns, dates, and locations. When they have at least 5 facts in at least 3 categories they will each write their own informational essay using 3 vocabulary words from their glossary.

Materials: graphic organizer/ collection sheet, text feature template, glossary template, lined paper, pencil, laptops

Assessment: Graphic organizer(F) Participation(F) Glossary(F) Text Feature(F) Essay(F)

Modification: Review key information in small groups and write key concepts on the board, place in PAL grouping based on reading level, provide options and level expectations of the summary, allow oral responses as needed.

Dr. Martin Luther King Jr.

2 Day Lesson Plan

Objective: SWBAT analyze informational text to ask research questions, and then pull out facts to use as evidence to answer those questions.

Procedure: Students will get into small groups based on reading level to read more about Dr. Martin Luther King Jr.'s experiences. Then SW read three articles about Dr. Martin Luther King Jr. and will independently collect and code facts to be used as evidence to answer short response questions and personal research questions. Students will underline "Key Words" and phrases as evidence.

Materials: 2 Articles, note sheet, leveled readers are in file box

Assessment: Completed notesheet(F) Underlined Articles(F)

Ruby Bridges

1 Day Lesson

Objective: SWBAT identify and describe figurative language. SWBAT interpret informational text to create a sequential timeline that summarizes key events in the expository text. SWBAT put historical events in chronological order based on specific information in the text.

Procedure: SW discuss figurative language and timelines in small groups and then will share what they concluded to the whole class. Then SW break apart in pairs to read, "The Girl Who Changed History." When

they are done reading each pair will underline key events in the story by looking for dates. Then they will create a timeline of the events in sequential order using a graphic organizer. When this is complete students will work independently to answer one of these three questions using evidence from the text to support their opinions..(Why was a statue built? Why do you think the author describes how the crowds outside the school reacted to Ruby, both as a kid and as an adult? What question would you ask Ruby if you could interview her and why?)

Assessment: Graphic organizer(F) Participation(F) Open-ended Question(F)

Modification: Review key information in small groups and write key concepts on the board, place in PAL grouping based on reading level, provide options and level expectations of open-ended answer, allow oral responses as needed.

We the People

2 Day Lesson

Objective: SWBAT describe the overall structure of events, ideas, concepts, or information in a text. SWBAT understand the structure and purpose of the question-answer format of an article. SWBAT identify and demonstrate knowledge of interview techniques and structure.

Procedure: In small groups SW discuss author's purpose and the EQ- How do reporters choose the types of questions to ask? How is the format of an interview different then other informational text? Then SW break into leveled pairs to discover the answer to that question using the informational text, "We the People." SW complete the graphic organizer that asks them to "Be a Reporter." SW interview their reading partner. With extra time students will use Report Form to conduct research on President Obama. On the second day students will complete informational research on President Obama using Report Form. With extra time students will write an informational biography about Obama.

Materials: www.scholastic.com/sn4, graphic organizer, lined paper, pencil, laptops

Assessment: Graphic organizer(F) Participation(F)

Modification: Review key information in small groups and write key concepts on the board, place in PAL grouping based on reading level, provide options and level expectations of the summary, allow oral responses as needed.

Standards

SOC.K-4.6.1.4.A.g	The United States democratic system requires active participation of its citizens.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
SOC.K-4.6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.

SOC.K-4.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.C.a	People make decisions based on their needs, wants, and the availability of resources.
SOC.K-4.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.K-4.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.K-4.6.1.4.D.c	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.K-4.6.1.4.D.d	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.K-4.6.1.4.D.e	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.K-4.6.1.4.D.h	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.K-4.6.1.4.D.i	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.K-4.6.1.4.D.j	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.K-4.6.1.4.D.k	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
SOC.K-4.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.K-4.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.K-4.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.K-4.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.K-4.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.K-4.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Resources

Safari Montage

You Tube

Supper Teacher

History Channel Web Site

<http://www.inmotionaame.org/education/detail.cfm;jsessionid=f830460051391105571563?migration=1&bhcp=1>

