

# Grade 4 Social Studies Curriculum Overview

Content Area: **Social Studies**  
Course(s):  
Time Period: **1st Trimester**  
Length: **School Year**  
Status: **Published**

## **Statement of Purpose and Table of Contents**

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Statement of Purpose: Throughout this curriculum, students will read texts that promote the common good, fairness, and equity. Students will identify how laws and rules affect the lives of the subjects in the books as well as the members of their communities. Students will address how laws and rules have changed over time to promote a more inclusive society that values all members. Through discussion and writing pieces, students will identify the struggles and challenges that a democracy, like America, faces to ensure the common good for all and how they can make change in their own backyard. Students will learn that being a part of a community spreads out from their home, to their school, town, state, and country. Citizens are united and identify with groups based on symbols that represent their commonalities. Students will learn how items become symbols, the meanings behind them, and the symbols of New Jersey. Students will also learn New Jersey's place in the world and how its location, geography, and climate impact its citizens. Students will explore the different regions in New Jersey. Students will explain why we study history, what it means to be a historian, and how artifacts are essential for us to learn about the past. Students will identify the religious, economic, and political reasons people immigrated to the New World, especially New Jersey. Students will recognize the hardships the colonists faced and how they worked together for a common good. Students will read about diverse perspectives and cultures in order to learn that we are all the same no matter our language, culture, or traditions. Students will identify how they, as members of a society, can help to make change no matter how small. Students will explore New Jersey's role in the Industrial Revolution and major accomplishments in technology that helped New Jersey grow into a leading cultural and industrial center in the United States. Student will also be given the opportunity to gain a global perspective on climate change by examining the role that culture and the modern world plays on impacting climate change.

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# Unit 1 - Government & Active Citizenship

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

## Summary of the Unit

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Throughout this cross-curricular unit, students will read texts that promote the common good, fairness, and equity during their reading block. The texts in this trimester (realistic fiction, historical fiction, biographical, and narrative nonfiction) focus on events and people who endured discrimination, bullying, and segregation. Students will identify how laws and rules affect the lives of the subjects in the books as well as the members of their communities. Students will address how laws and rules have changed over time to promote a more inclusive society that values all members. Through discussion and writing pieces, students will identify the struggles and challenges that a democracy, like America, faces to ensure the common good for all and how they can make change in their own backyard.

## Enduring Understandings

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- People make rules and laws to serve the "common good".
- We are all members of different communities (home, school, etc.)
- Through careful planning and cooperation, conflicts can be resolved for the "common good".
- Learning about different cultures, traditions, and time periods help us to shape ourselves and build upon the American identity.

## Essential Questions

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- What is "common good"?
- What is "fair"?
- How can we build a sense of community that is fair, just, and inclusive?
- How can we establish rules and laws that are inclusive of everyone?
- How is society changing to eliminate instances of discrimination, bullying, and segregation?

## Summative Assessment and/or Summative Criteria

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**Writing:** Essay or project based on "Essential Questions" for each IRA set. Such as in Empathy: "How can feeling understood make a difference to someone?." Students can provide evidence from multiple sources to defend their opinion on the prompt

**Art** – Class creates a fairness quilt with quotes and pictures to promote understanding, common good, anti-bullying

**Writing/Video:** Students compose an essay on what fairness, inclusiveness, equality means to them, their community, and our country. Using Screencastify or another district approved app, students will share one

connection that means the most to them.  
Vocabulary Quiz on key terms

## Resources

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### Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

They can be taught through discussion (turn & talk), anchor charts, or response to reading activities.  
(Introduced and Reinforced during IRA)

Reader's Notebook  
Book Talk  
**The Other Side**, Woodson  
**Better Than You**, Ludwig  
**The Dunderheads**, Fleishman  
**A Boy & a Jaguar**, Rabinowitz  
**Heroes**, Mochizuki  
**La Mariposa**, Jimenez  
**The Junkyard Wonders**, Polacco  
**The Boy and the Whale**, Gerstein  
**A Symphony of Whales**, Schuch  
**Ma Dear's Aprons**, McKissack,  
**Ruth & the Green Book**, Ramsey  
**These Hands**, Mason  
**A Dance like Starlight**, Dempsey  
**Mary Cassatt**, Herkert  
**Me, Frida**, Novesky

### Vocabulary (add to class word wall)

Common Good  
Fairness  
Equality  
Community  
Rules  
Laws  
Conflict  
Democracy  
Human Rights  
Discrimination  
Rights  
Responsibilities

### Websites

[Discovery Education Video on rules](#)  
[Small Talk - Fairness](#)  
[Rights, Laws, & Responsibilities](#)  
[Rights & Responsibilities – BrainPop Jr.](#)

### Raz Plus

Close Reading Packets "What are the rights and responsibilities of being a citizen?"

**Achieve 3000**

"Schools take Steps to Stop Bullies"

"Basketball Player Takes on Bullies"

"Being a Good Citizen"

"Mari Speaks Up"

**Optional Related Read Alouds (can be used in between IRA texts or during morning meeting)**

The Invisible Boy

The Name Jar

Do Unto Otters

What Do You Do with a Problem?

Our Class is a Family

Enemy Pie

Bad Case of Stripes

**Suggested Materials**

Chart paper & drawing materials

Readers Notebook

**Unit Plan**

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
<p><b>Government</b> Working together for a common good through building a sense of community</p> <p><i>(2-3 days – beginning of year activities)</i></p>	<p>SWBAT define common good, fairness, equality, and community.</p> <p>SWBAT discuss what a common good means in classroom, home, town, and country.</p> <p>SWBAT create a warm, inviting, well-organized classroom in which they take ownership of their space and materials.</p>	<p>-Students will write on posters set up around the room (Graffiti Wall) what they think each word means. Discuss Create anchor chart with these terms.</p> <p>-Brainstorm using web how common good manifests itself at home, classroom, town, country. Repeat for community</p> <p>-Brainstorm ways that students can create a common good in the classroom and reasons why [this will lead to establishing classroom rules and procedures]</p> <p>F&amp;P Mini Lesson (MGT.U1.RML 2</p>	<p>-Observation through discussion/anecdotal notes -Respond to reading independent and shared writing activities -Graphic organizers -Exit Tickets</p>	<p>6.1.5CivicsPI.16.1.5. Civic DP.1 6.1.5. Civics CM.2: 6.1.5. CivicsCM1 6.1.5 Civics CM4 LA.RL4.1-10 LA.RI4.1-10 LA.SL4.1-6</p>

		<p>pg. 86-87) Get to your classmates</p> <p>F&amp;P Mini Lesson (MGT.U1.RML 5 pg. 92-93) Chart problem solving strategies within the classroom community to build independence and self- reliance</p>		
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<p><b>Government</b> Establishing rules and laws to make decisions for the common good and resolve conflicts</p> <p>(2-3 days – beginning of year activities)</p>	<p>SWBAT define rule vs. law, conflict, democracy, citizen, and rights vs. responsibilities.</p> <p>SWBAT discuss why rules and laws are established (tie into common good &amp; community).</p> <p>SWBAT create agreed upon classroom rules and laws to promote rights and responsibilities.</p> <p>SWBAT develop problem-solving strategies that will promote the common good.</p>	<p>-Create anchor chart with key vocabulary.</p> <p>-Discuss rules they have at home and why they might have those rules. Then do the same for school</p> <p><a href="#">Discovery Education Video on rules</a></p> <p>-Watch BrainPOP Jr video on <a href="#">Rights vs. Responsibilities</a> Brainstorm rights the students have and responsibilities they have.</p> <p>-Break students into groups to sort <a href="#">rights and responsibility cards</a>. Share sort, write on anchor chart or board. Connect the rights and responsibilities that work together.</p> <p>-Break students into groups to generate 4-5 rights/responsibilities (rules) that the classroom should develop for the greater good</p> <p>-Students will rejoin big group to discuss choices and vote (democratic principle) on the top 4-5 for the common good of the classroom. Create anchor charts “We all have the right to...” “We all have the responsibility to...”</p> <p>F&amp;P Mini Lesson (MGT.U1.RML 1/3/4 pg. 84-85; 88-91) Chart classroom rules and procedures</p> <p>F&amp;P Mini Lesson (MGT.U1.RML 5 pg. 92-93) Chart problem solving strategies within the classroom community to build independence and self-reliance</p>	<p>Sort Rights vs responsibilities</p> <p>Creation of classroom rules (Classroom Constitution)</p>	<p>6.1.5 Civics PR1</p> <p>6.1.5 Civics CM3</p> <p>6.1.5 Civics PR3</p> <p>LA.RL4.1-10</p> <p>LA.RI4.1-10</p> <p>LA.SL4.1-6</p>
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<p><b>Government &amp; Active Citizenship</b></p> <p>Individuals have the right to feel safe from bullying and discrimination as a basic human right</p> <p>Individuals and diverse culture shape our society and the American Identity (Trimester 1)</p>	<p>SWBAT define human rights and discrimination (<i>can include life, liberty, and pursuit of happiness</i>).</p> <p>TW revisit the terms fairness, equality and common good. SWBAT explain that not everyone acts in ways that are fair, equal, or for the common good.</p> <p>SWBAT explain that it is our responsibility to promote human rights and aid people in need.</p>	<p>-Teacher will discuss discrimination. Students will share what they know about the word. Discuss role</p> <p>(optional) Teacher will present scenarios such as: <i>Teacher will announce a new rule for the class: anyone who is wearing blue cannot go out for recess (if remote, cannot eat pizza anymore). Students turn and talk to their neighbors and give their opinion on this new rule and what it means to them. Discussion questions (can be done in groups or whole class): What if the teacher had decided that it was people wearing green? What if it was based on hair or eye color and not on clothing (that can be changed)? How would you feel if you could do these things and your friends could not? Who is being discriminated against in this situation? What would you do if you could not go out for recess/ eat pizza? What would you do if you felt that your classmates were being discriminated against? Students will then share their answers and determine which course of action they like best</i></p> <p>F&amp;P Mini Lesson (MGT.U1.RML 6/7 94-97) Through IRAs, discuss how words and actions affect others and how to build an inclusive environment. Explore the idea of working together, common good, bullying, discrimination, and basic human rights.</p> <p>Suggested titles: <b>The Other Side</b>, Woodson <b>Better Than You</b>, Ludwig <b>The Dunderheads</b>, Fleishman <b>A Boy &amp; a Jaguar</b>, Rabinowitz <b>Heroes</b>, Mochizuki <b>La Mariposa</b>, Jimenez <b>The Junkyard Wonders</b>, Polacco <b>The Boy and the Whale</b>, Gerstein <b>A Symphony of Whales</b>, Schuch <b>Ma Dear’s Aprons</b>, McKissack, <b>Ruth &amp; the Green Book</b>, Ramsey <b>These Hands</b>, Mason</p>	<p>Formative assessments of IRAs</p> <p>Reader’s notebook entries or essays based on “Beyond or About the Text”, “Respond to the text”, Cross Curricular ideas from book cards</p> <p>Use Essential questions as a basis of understanding the concept with a notebook entry or turned in essay</p> <p>For example: Friendship: What does it mean to be a good friend?; Empathy: “How can feeling understood make a difference to someone?” etc.</p>	<p>6.1.5 Civics CM1</p> <p>6.1.5 Civics DP2</p> <p>6.1.5 Civics HR4</p> <p>6.1.5 Civics HR3</p> <p>6.1.5 History CC2</p> <p>6.1.5 Civics HR2</p> <p>6.1.5 History UP5</p> <p>6.1.5 History UP6</p> <p>6.1.5 History UP7</p> <p>6.1.5 History SE2</p> <p>LA.RL4.1-10 LA.RI4.1-10 LA.SL4.1-6</p>
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		<b>A Dance like Starlight</b> , Dempsey <b>Mary Cassatt</b> , Herkert, <b>Me, Frida</b> , Novesky		
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- LA.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LA.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- 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.4.5 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.
- LA.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- LA.RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 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.RL.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.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- LA.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).

LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.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.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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.4.2	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.
LA.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.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
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.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
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.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.

**Gifted Students-** Create a new story with the same historical figures during center time, research projects on historical events, leadership roles during group projects.

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and

problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 2 - Road Trip Around New Jersey

Content Area: **Social Studies**  
Course(s):  
Time Period: **October**  
Length: **10 days**  
Status: **Published**

## Summary of the Unit

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Students will learn that being a part of a community spreads out from their home, to school, to town, to state, and country. Citizens are united and identify with groups based on symbols that represent their commonalities. Students will learn how items become symbols, the meanings behind them, and the symbols of New Jersey. Students will also learn New Jersey's place in the world and how its location, geography, and climate impact its citizens. Students will explore the different regions in New Jersey. Based on their climate as well as landforms, students will learn about settlement trends as well as economic zones.

## Enduring Understandings

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- Symbols represent objects, feelings, and abstract thoughts. Symbols unite people into groups and serve to bring a sense of belonging.
- New Jersey is a part of the world, North American continent, and United States.
- New Jersey is a diverse state with different landforms that allow for movement and production of resources.

## Essential Questions

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- What makes an American community?
- What is a symbol and how does it become a representation of an idea?
- What are the 4 regions of New Jersey and how are they different?
- How do natural resources affect movement and settlement in areas?

## Summative Assessment and/or Summative Criteria

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- Writing: Essay, postcard, travel brochure, or Google slide project on New Jersey or one of its regions
- Art – Class creates a new symbol for the state of New Jersey, our school or their family.
- Vocabulary Quiz on key terms

## Resources

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Vocabulary (add to class word wall)

Highlands  
Plain  
Ridge  
Coast  
Rural  
Urban  
Suburban  
Landmark  
Symbol

**New Jersey Geography packet**

Regions packet ([shorter version](#))

**New Jersey Studies Weekly** (Week 2)

**G is for Garden State**, Cameron

**Websites**

[TrueFlix – New Jersey](#) Video

[TrueFlix- New Jersey Book](#)

[RAZ-Plus](#) “Close Reading” - Grade 3 “How Does Something Become a Symbol?”

[Discovery Ed video about New Jersey](#)

[Discovery Ed – New Jersey’s Flag](#)

[State of New Jersey website \(symbols\)](#)

[New Jersey for Kids](#)

[Mr. Nussbaum- New Jersey](#)

**Optional Related Read Alouds (can be used in between IRA texts or during morning meeting):**

**Her Right Foot**, Eggers ([Video read aloud](#))

**O, Say Can You See?**, Keenan (teacher resource room)

**Suggested Materials**

Chart paper & drawing materials

Social Studies Notebook

**Unit Plan**

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Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards

<p><b>History</b> Historical symbols and monuments build a sense of community and reinforce the American Identity (3 days)</p>	<p>SWBAT define the word "symbol" and give examples of historical symbols.</p> <p>SWBAT answer the key questions "How does something become a symbol?" and "Why do we have symbols?"</p> <p>SWBAT identify the symbols of New Jersey.</p>	<p>Students will brainstorm symbols such as sports team logos, flags, etc.</p> <p>Using <a href="#">RAZ-Plus</a> "Close reading Pack" (grade 3), divide students into 5 groups (White House, Bald Eagle, Statue of Liberty, American Flag, and Liberty Bell). SW read passage and <a href="#">discuss how their symbol</a> became a U.S.A. symbol.</p> <p>Using <a href="#">Discovery Education – "Flag of New Jersey"</a> &amp; <a href="#">True Flix -My United States – New Jersey (pg 22)</a> Research and identify key symbols of New Jersey (nickname, bird, insect, tree, etc.). Brainstorm a new symbol that New Jersey could add.</p>	<p>Respond on anchor chart or white board.</p> <p>Answer key questions as they pertain to their symbol.</p> <p>Complete a 4 square about 4 symbols of NJ or use this <a href="#">Google Slide presentation</a>.</p> <p>Create a proposal with an image and paragraph about a new symbol. Identify 2-3 reasons why that symbol should represent our state (alone or with partner).</p>	<p>6.1.5 History SE2 LA4.4 RI4.4 W 4.4 W.4.6</p>
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<p><b>Geography</b> New Jersey Geography &amp; (5-7 days)</p>	<p>SWBAT define key vocabulary words (Highlands, Plain, Ridge, Coast, Rural, Urban, Suburban, Landmark).</p> <p>SWBAT locate New Jersey's place in the world.</p> <p>SWBAT compare and contrast the regions of New Jersey and describe New Jersey's role in settlements (rural, suburban, urban).</p>	<p>Introduce key words for the unit.</p> <p>Watch <a href="#">TrueFlix-My United States-New Jersey</a> intro video. Watch <a href="#">Discover Ed video about New Jersey</a>. SW complete a KWL on NJ.</p> <p>Using maps, students will locate New Jersey on a world map, continent map and U.S. map.</p> <p>Identify New Jersey's place in the world and key landmarks such as neighboring states and Atlantic Ocean (<a href="#">TrueFlix-My United States- New Jersey pg 6-7</a>).</p> <p>Watch Discovery Education- "New Jersey Topography" and "The Mid-Atlantic Region: New Jersey". Discuss new information. Using <a href="#">TrueFlix</a>, read about the topography of NJ (Chapter 1). TW hand out map of NJ. Discuss New Jersey as a geographically diverse state with mountains and beaches. Students will label 4 regions. <a href="#">NJ Regions packet</a></p> <p>Introduce vocabulary such as highlands, plain, ridge, coast, rural, urban, suburban. Take notes on each <a href="#">region of NJ</a> (Appalachian Ridge, Highlands, Piedmont</p>	<p>Picture dictionary</p> <p>KWL on New Jersey</p> <p>Complete <a href="#">map</a> locating NJ</p> <p>Complete chart in notebook about each region of NJ.</p> <p>Create a travel brochure, poster, slide show, commercial, etc. about a region of NJ <a href="#">Regions of NJ project</a>.</p>	<p>6.1.5Geo SV2 6.1.5 Geo PP2 6.1.5 Geo PP3 6.1.5 Geo SV4 6.1.5 Geo GI1 6.1.5 Geo GI 3</p> <p>LA 4.4 RI 4.4 RI 4.5 W 4.1 W 4.4 W 4.6</p>
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		<p>Plain, Atlantic Coastal Plain). Discuss landforms, human settlement (rural, suburban, urban) and reasons why, movement of people in NJ from cities and coast to inland due to resources.</p>		
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LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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.
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.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide "I charts" for centers, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.

**Gifted Students-** Create a new story with the same historical figures during center time, research projects on historical events, leadership roles during group projects.

## **Suggested Technological Innovations/Use**

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8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Peer reviews are to be commented on mini papers through Google Documents

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 3 - The Government & the Common Good

Content Area: **Social Studies**  
Course(s):  
Time Period: **November**  
Length: **7 days**  
Status: **Published**

## Summary of the Unit

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In this unit, students will distinguish between a need and a want. Students will learn that the government's role is to promote a common good through providing some essential services, otherwise known as needs. Students will learn how the government collects taxes to provide for their citizens. Working together as a community, members identify and request needs for the citizens from the government at all levels (federal, state, and local). Students will learn how referendums are voted on within a community to provide for a common need.

## Enduring Understandings

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- Needs and wants are different.
- The government's role is to promote a common good.
- Citizens work together to determine needs of their community.
- Governments provide needs (services) and use taxation to finance their programs.

## Essential Questions

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- What is the difference between a need and a want?
- How does the government provide services to provide a need for its citizens?
- Why does the government collect taxes?
- What services are essential for the common good of a community?

## Summative Assessment and/or Summative Criteria

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Vocabulary Quiz, Frayer model, slides or picture dictionary

Poster & paragraph on a Community Need

## Resources

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## ***Vocabulary:***

- wants
- needs
- government
- services
- goods
- taxes
- voting
- provide
- community
- referendum

## ***Optional Read Alouds***

- *Those Shoes*, Boelts (see Youtube for read aloud options)
- Epic: **What do I want? What do I need?** , **What are goods and services?**, **Taxes at Work**
- Achieve 3000 Articles
- "Pay for the Park?"
- "Local Governments"
- Newsela: ["Everyone is supposed to pay taxes, but how does it work?"](#)
- Commonlit: "Two Dollars" (see paired text "Emergency on the Mountain")

## ***Videos & Websites***

[The Purpose of the Government video](#)

Discovery Education game ["How Our Economy Works: Spend, Save, Spin"](#)

## ***Suggested Materials***

Chart paper & drawing materials  
Social Studies Notebook

## **Unit Plan**

<b>Topic/Selection Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/ Assessments</b>	<b>Standards</b>

<p><b>Economics</b> Vocabulary (1-2 days)</p>	<p>SWBAT define needs, wants, government, services, taxes, voting, community, referendum, and democracy.</p>	<p>Introduce vocabulary for unit</p>	<p>Choice vocabulary activity: picture dictionary, Frayer model, Google slides</p>	<p>6.1.5.CivicsPI.4 6.1.5.EconNM.1 6.1.5.EconET.2  W4.1 SL 4.2</p>
<p>Needs vs. Wants (1-2 days)</p>	<p>SWBAT distinguish between a need and a want.</p>	<p>-Read and discuss <b>Those Shoes</b> .  -Create a chart of needs vs wants either whole group, table, partner or alone</p>	<p>Needs vs Wants Chart <a href="#">Needs vs Wants.pdf</a>  Graffiti Wall of needs &amp; wants</p>	
<p>How the government provides services to communities (2-3 days)</p>	<p>SWBAT discuss how the government aids its citizens through providing services such as schools, roads, etc.</p>	<p>-Watch <a href="#">video</a> on the purpose of government  Students will discuss what Sayreville as a town does for its residents. Read Epic: <b>Taxes at Work</b> (see chapters 3-4) for background information  -Achieve 3000 “Local Governments” &amp; “Pay for the Park” articles.</p>	<p>Create a list of ideas in notebook  Dual Pathways (Teachonomy) – Main idea and draw</p>	
	<p>SWBAT discuss how in a representative democracy the citizens have a say in how their money is spent (tie into election day and referendum questions).</p>	<p>Newsela “Everyone is supposed to pay taxes, but how does it work?”  Graffiti Wall: What services are the most important to me? My Family? My neighbors?  Work as a group to identify key services that they think the government should provide and why.</p>	<p>Poster of what I would like the government to do for me, family, community with RACE paragraph explanation</p>	

LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.

**Gifted Students-** Create a new story with the same historical figures during center time, research projects on historical events, leadership roles during group projects.

## **Suggested Technological Innovations/Use**

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8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Peer reviews are to be commented on mini papers through Google Documents

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.



# Unit 4 -Land of the Lenape

Content Area: **Social Studies**  
Course(s):  
Time Period: **November**  
Length: **14 days**  
Status: **Published**

## Summary of the Unit

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In this unit, students will explain why we study history, what it means to be a historian, and how artifacts are essential for us to learn about the past. They will learn how the structure of Lenape society allowed for everyone to have a voice to promote the Common Good. Students will compare the lives of the men, women, and children in the villages to our modern lives. They will explore the role of spirituality in the everyday life of the Lenape tribe. Students will read Native American tales (pourquois) as a showcase of the role of spirits in the culture of our Early New Jersey residents.

## Enduring Understandings

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- Artifacts are essential for us to learn about the past.
- Societal structures promote order and establish roles to support the survival of the tribe.
- Traditions and storytelling shaped the culture and united the Lenape.

## Essential Questions

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- What do heritage and customs mean to the Lenape?
- How does the common good affect the Lenape way of life?
- What roles do each member of the tribe perform to promote a sense of belonging?

## Summative Assessment and/or Summative Criteria

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- Unit test
- Posters
- Presentations
- Journals (may have students keep a journal throughout the unit where they take on the role of a Lenape child watching the tribe work together)

## Resources

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Vocabulary:  
Native American

Lenape  
artifact  
archaeologist  
clan  
phratry  
origin  
legends  
sachem  
historian

## Read alouds

**The People of Twelve Thousand Winters**, Noble (see Epic for a digital copy)  
**Knots on a Counting Rope**, Martin (Storyline Online)

**Buffalo Bird Girl: A Hidatsa Story** (IRA What it Means to be a Family)

Epic: **The Lenape, I Am Not a Number**

Epic also has many books about Native American legends

## Videos

[Around and About New Jersey: The Lenape Indians](#)

[Lenape Lifeways](#) Youtube channel

[Native Americans: People of the Forest \(Discovery Education\)](#)

## Achieve 3000: November is "Native American Heritage Month"

"The Native American Way of Life", "Cooking up Native Traditions", "The Fastest Game on Two Feet", "What's in a Name and Logo", "How Popcorn First Popped", "Indigenous People's Day Steps Out", "Ready to do the Impossible", "A Dance of Hope and Healing", "The Other First Thanksgiving", "Rap on the Rez", "Going Back Home", "Keeping the Past Alive", "Code Talker Tells his Story", "Mission to Maaz"

## Other Resources

Newsela: ["Native American History: The Algonquian People"](#)

Readworks: The Brotherton Indians of New Jersey, 1780 (historical document)

Commonlit: ["The Sacrifice of the Rainbow Bird"](#) (Lenape legend) - *Look at the paired texts for other legends and folktales*

Discovery Education Channel : [Celebrating Native American Heritage](#) articles, Choice boards and videos

## Suggested Materials

Chart paper & drawing materials

Social Studies Notebook

## Unit Plan

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<p>Lenape Names and phratry groups 2 days</p>	<p>SWBAT discuss the importance of names to self-identity within Lenape culture.</p> <p>SWBAT identify the 3 phratries within the Lenape tribe and note their differences.</p>	<p>Discuss our names and how we got them. Compare that to the Native American tradition of receiving names and how it impacts the recipient's future. Read <b>The People of Twelve Thousand Winters</b> (Epic) or <a href="#">Google Slide</a> file. Discuss how Little Foot's name affects his outlook.</p> <p>Introduce the 3 <a href="#">phratries</a>. Students will create their own <a href="#">Lenape name</a> and what phratries fits their personality. They will then explain why (RACE).</p>	<p>Turn and talk during book. Share the question about Little Foot.</p> <p>RACE about name and phratry</p> <p><i>Optional: Journal entry from POV Lenape child and how they got their name</i></p>	<p>6.1.5.HistoryUP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p> <p>W4.4</p>
<p>Roles of tribal members 3 days</p>	<p>SWBAT compare and contrast roles of men, women, and children in a village.</p>	<p>Watch overview of Lenape life (<a href="#">Around and About in NJ</a>).</p> <p>Pose question to class: <i>"Is it necessary for a community to have defined roles for its citizens? What about in our classroom?"</i> Turn and talk. Share.</p> <p>Independent Study: Students will choose activity to compare and contrast the differing roles of men, women, and children in the village. Read Epic "The Lenape" (pages 11-12, 16-19) &amp; watch Lenape Lifeways videos (hunting, gathering, fishing). Discuss the notion that nothing is wasted when hunting or fishing.</p>	<p>Turn and talk</p> <p>Choice Activities:</p> <ul style="list-style-type: none"> <li>-Chart roles of members of tribe</li> <li>-Picture webs on Storyboardthat</li> <li>-Posters</li> <li>-Essay</li> </ul> <p><i>Optional: Journal entries about the roles of different members of their family</i></p>	<p>6.1.5.HistoryUP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p> <p>RI.4.3 RI.4.5 W4.4 W4.5 W4.7 W4.8 W4.9</p>

<p>Lenape homes <i>2 days</i></p>	<p>SWBAT compare and contrast longhouses to modern homes.</p>	<p>Read <b>The Lenape</b> (pg 14-17) and watch <a href="#">People of the Longhouse video</a>. Students will compare and contrast their homes and that of the Lenape.</p>	<p>Choice activity: Venn Diagram Paragraph Storyboardthat Comic Google Slides</p> <p><i>Optional: Journal entry about how the tribe worked together to build a longhouse</i></p>	<p>6.1.5.HistoryUP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p> <p>RI.4.3 RI.4.5 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9</p>
<p>Cultural practices, governances, &amp; spiritual beliefs <i>3 days</i></p>	<p>SWBAT identify how Lenape’s spiritual beliefs and storytelling created a sense of community.</p>	<p>Discuss the Lenape belief system that nature should be respected (Mesingw). Storytelling was the method to share tales of nature and family values (folktales, myths and legends).</p> <p>Watch <a href="#">Knots on a Counting Rope</a> (Storyline Online).</p> <p>Read other folktales, myths and legends that are based on Native American tales such as <b>The Rough Faced Girl</b> (F&amp;P IRA <i>Cinderella Stories</i>), Storyworks “The Girl and the Chenoo”, Epic or Commonlit[ <a href="#">"The Sacrifice of the Rainbow Bird"</a> (Lenape legend) - <i>Look at the paired texts for other legends and folktales</i> ] to determine the moral of the story and why it was shared.</p>	<p>Turn and talk. Why did the boy ask his grandfather to repeat the story of his birth?</p> <p>Theme or moral paragraph</p> <p><i>Optional: Journal entry about a legend that their grandmother told them about</i></p>	<p>6.1.5.HistoryUP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p> <p>RI.4.3 RI.4.5 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9</p>
<p>Impact of Native Americans on American Culture <i>1 day</i></p>	<p>SWBAT analyze how past cultures have an impact on life today.</p>	<p>Create a chart of words that are from Native American culture: opossum, squash, chocolate, hammock, barbeque, avocado, guacamole, canoe, kayak, hurricane.</p>	<p>Dual Pathways activity from Teachonomy</p> <p><i>Optional: Journal entry from the POV of a descendant of</i></p>	<p>6.1.5.HistoryCC.8 6.1.5.HistoryCC.11</p> <p>RI.4.1 RI.4.2 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9</p>

		Students will read 1 Achieve article from list above and share what they learned about the impact of Native Americans on modern society	<i>their prior entries about modern day Native Americans</i>	
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LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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.4.5	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.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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.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.4.4	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.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.

**Gifted Students-** Discovery Education Choice Board "Celebrating Native American Heritage" research activities, Create their own Pourquois or myth as a story or comic.

## **Suggested Technological Innovations/Use**

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8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Peer reviews are to be commented on mini papers through Google Documents

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.





# Unit 5 - Social Responsibility in the Human Community

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

## Summary of the Unit

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Throughout this cross-curricular unit, students will read texts that promote the common good, fairness, and equity during their reading block. The texts in this trimester (realistic fiction, historical fiction, biographical, and narrative nonfiction) focus on events and people who endured discrimination, bullying, and segregation. Students will identify how laws and rules affect the lives of the subjects in the books as well as the members of their communities. By reading about diverse perspectives and cultures, students will learn that we are all the same no matter our language, culture, or traditions. Students will read about individuals who promoted change in the world to right the wrongs they encountered.

## Enduring Understandings

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- It is the right and responsibility of every one of us to promote equality and fairness.
- Learning about different cultures helps us to build a better society that benefits all its members.
- Human interactions across cultures can have positive and negative impacts on traditions, practices, languages, and the environment.

## Essential Questions

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- Is it the responsibility of all members of a society to promote equality and fairness?
- How do individuals rise above bullying and discrimination to reach their potential?
- What character traits are important in historical figures to overcome challenges and persevere?
- Why is it important to persevere when you are faced with a challenge?

## Summative Assessment and/or Summative Criteria

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**Writing:** Essay or project based on "Essential Questions" for each IRA set, such as in "Perseverance". Students can provide evidence from multiple sources to defend their opinion on the prompt.

**Art** – Class creates a heritage-based project that promotes their diverse cultures.

**Writing/Video:** Students compose an essay on what it means to be a part of "America's melting pot" and how their family has assimilated but kept their traditions. Using Screencastify or another district approved app, students will share a family tradition from their culture and an American tradition they now take part in.

Vocabulary Quiz on key terms can be administered.

## Resources

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### **Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons**

They can be taught through discussion (turn & talk), anchor charts, or response to reading activities (introduced and reinforced during IRA).

Reader's Notebook

Book Talk

**Uncle Jed's Barbershop**

**Dad, Jackie, and Me**

**The Royal Bee**

**Imagine**

**Crown: An Ode to a Fresh Cut**

**Rescue & Jessica: A Life-Changing Friendship**

**Strong to the Hoop**

**King for a Day**

**Razia's Ray of Hope: One Girl's Dream of an Education**

**Barbed Wire Baseball: How One Man Brought Hope to the Japanese Internment Camps of WWII**

**Fly High: The Story of Bessie Coleman**

**Six Dots: A Story of Young Louis Braille**

**Farmer Will Allen and the Growing Table**

**The Secret Kingdom: Nek Chand, A Changing India, and a Hidden World of Art**

### **Vocabulary (add to class word wall)**

Culture

Society

Perspective

Traditions

Diverse

### **Websites**

[Cultures of the World overview](#)

Discovery Education Choice Boards (January & February)

### **Achieve 3000**

Look under tab - Social Studies: Geography and Culture

(February) Articles on Dr. King and other African Americans that made a change

### **Optional Related Read Alouds (can be used in between IRA texts or during morning meeting):**

Say Something, Peter Reynolds

Counting on Catherine, Helaine Becker

Maddi's Fridge (Storyline Online), Louis Brandt

The House that Jane Built (Storyline Online), Tanya Lee Stone

The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer

Other titles about Dr. Martin Luther King, Rosa Parks, Booker T Washington, etc.

### **Commonlit**

Many stories under Theme: Overcoming Obstacles , Identity, Community, as well as Social Change

### **Suggested Materials**

Chart paper & drawing materials

Reader's Notebook

## Unit Plan

F&P

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
<p><b>Government</b> Diverse citizens help our society function</p> <p>Citizens have a responsibility to promote human rights</p> <p><i>(1-2 days and throughout trimester)</i></p>	<p>SWBAT define culture, society, perspective, traditions, and diverse.</p> <p>SWBAT explain the idea of "see something, say something".</p>	<p>-Students will write on posters set up around the room (Graffiti Wall) what they think each word means. Discuss. Create anchor chart with these terms.</p> <p>-Brainstorm people we heard of that have "seen something" and either said or did something (i.e., MLK, Rosa Parks, etc.).</p> <p>-Create a list of ways that we can do the same at home, school, etc.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to reading independent and shared writing activities</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p>	<p>6.1.5CivicsPI.1: 6.1.5. Civic DP.1 6.1.5. Civics CM.2:</p> <p>6.1.5. CivicsCM1 6.1.5 Civics CM4</p> <p>LA.RL4.1-10 LA.RI4.1-10 LA.SL4.1-6</p>
<p><b>Government &amp; Active Citizenship</b> Individuals work together to promote a common good</p> <p>Individuals and diverse culture shape our society and the American Identity <i>(Trimester 2)</i></p>	<p>SWBAT explain that it is our responsibility to promote human rights and aid people in need.</p>	<p>-Teacher will revisit the notion of discrimination. Explain that it is not only based on race but can be gender, economic, disability, etc.</p> <p>F&amp;P Mini Lesson (MGT.U1.RML 6/7 94-97) Through IRAs, discuss how words and actions affect others and how to build an inclusive environment.</p> <p>Suggested titles:  <a href="#"><u>Uncle Jed's Barbershop</u></a>  <a href="#"><u>Dad, Jackie, and Me</u></a>  <a href="#"><u>The Royal Bee</u></a>  <a href="#"><u>Imagine</u></a>  <a href="#"><u>Crown: An Ode to a Fresh Cut</u></a>  <a href="#"><u>Rescue &amp; Jessica: A Life-Changing Friendship</u></a>  <a href="#"><u>Strong to the Hoop</u></a>  <a href="#"><u>King for a Day</u></a>  <a href="#"><u>Razia's Ray of Hope: One Girl's Dream of an Education</u></a></p>	<p>Formative assessment of IRAs</p> <p>Reader's notebook entries or essays based on "Beyond or About the Text", "Respond to the text", Cross Curricular ideas from book cards</p> <p>Use Essential Questions as a basis of understanding the concept with a notebook entry or turned in essay</p> <p>See Text Sets overarching theme questions</p>	<p>6.1.5 Civics CM1</p> <p>6.1.5 Civics DP2</p> <p>6.1.5 Civics HR4</p> <p>6.1.5 Civics HR3</p> <p>6.1.5 History CC2</p> <p>6.1.5 Civics HR2</p> <p>6.1.5 History UP5</p> <p>6.1.5 History UP6</p> <p>6.1.5 History UP7</p> <p>6.1.5 History SE2</p> <p>LA.RL4.1-10 LA.RI4.1-10 LA.SL4.1-6</p>

		<u>Barbed Wire Baseball: How One Man Brought Hope to the Japanese Internment Camps of WWII</u> <u>Fly High: The Story of Bessie Coleman</u> <u>Six Dots: A Story of Young Louis Braille</u> <u>Farmer Will Allen and the Growing Table</u> <u>The Secret Kingdom: Nek Chand, A Changing India, and a Hidden World of Art</u>		
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- LA.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.4.4 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.
- LA.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- LA.RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- LA.RL.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.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- LA.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).
- LA.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- LA.RL.4.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.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.
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
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.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.

**Gifted Students-** Create a new story with the same historical figures during center time, research projects on historical events, leadership roles during group projects.

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the

effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 6 - Colonial New Jersey

Content Area: **Social Studies**  
Course(s):  
Time Period: **February**  
Length: **20 days**  
Status: **Published**

## Summary of the Unit

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In this unit, students will identify the religious, economic, and political reasons people immigrated to the New World, especially New Jersey. Students will recognize the hardships the colonists faced and how they worked together for a common good. Students will also learn about how scarcity of resources and discrimination led to the Lenape tribe from being forced off their land in New Jersey.

## Enduring Understandings

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- Moving to a new place can be both exciting and difficult.
- The colonists made choices that benefited them personally and as part of a community.
- The economy of the New Jersey colony depended on specialization of trades, farming, and gender roles.
- The scarcity of resources led to the Lenape tribe being "relocated" off their land.

## Essential Questions

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- Why do people immigrate to a new land?
- What resources, physical and economic, were necessary for the success of the New Jersey colony?
- How do the gender roles in the colonies differ from the gender roles in the Lenape village?
- Why did the Lenape leave New Jersey and head west?

## Summative Assessment and/or Summative Criteria

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Vocabulary Quiz, Frayer model, slides or picture dictionary

Unit Test

Project (such as Create a Colonist, journal, etc.)

## Resources

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## ***Vocabulary:***

- colony
- govern
- slave
- trade
- settler
- reservation
- treaty

## ***Optional Read Alouds***

- *Two Bad Pilgrims*, Lasky
- *You Wouldn't be an American Colonist*, Morley
- *Blood on the River*, Carbone

## ***Resources***

- New Jersey Studies Weekly-
  - Week 6 "New Netherland Ousts the Swedes & Finns"
  - Week 7 "European Powers Compete over Fur Trade"
  - Week 8 "Slavery Comes to New Jersey"
  - Week 9 "Peg-Leg Pete Surrenders to the English"& "East and West Jersey"
  - Week 10 "Colonial Life in New Jersey"
  - Week 11 "Education Becomes Very Important in the Colonies"
- Epic: **Life in the Colonies & The Lenape**
- Achieve 3000:
  - "Mohawk Valley" (fiction episodes)
  - "What's a Citizen?"
  - "A New Life"
  - "Young, Alone and Leaving Home"
  - "First Contact"
- Newsela: "Early British colonies in America"
- Commonlit: "Bound for a New Life"
- Readworks
  - "Life in Colonial America"
  - "Colonization & Revolutionary War: Background to the Colonies"
  - "The Life of Colonial Children"
  - "Children of Enslaved People in Colonial America"

## ***Videos & Websites***

TrueFlix - The Thirteen Colonies "New Jersey Colony"

Discovery Education: "Early Settlers: The Era of Colonization", "The Colony of New Jersey, Founded 1664", "The Division and Reunification of New Jersey, 1676-1702"



BrainPop "Building the 13 Colonies"

Ducksters ["Colonial America Jobs, Trades, and Occupations"](#)

Mr. Nussbaum-History "13 Colonies Regions" , ["13 Colonies Artisans and Trades"](#)

Colonial Williamsburg [Historic Trades](#)

Day in the Life of a Colonial Kid <https://www.youtube.com/@historicbathstatehistorics7918>

### **Suggested Materials**

Chart paper & drawing materials

Social Studies Notebook

### **Unit Plan**

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<b>Topic/Selection Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/ Assessments</b>	<b>Standards</b>
<b>Economics</b> Vocabulary (1-2 days)	SWBAT define colony, govern, slave, trade, treaty, settler, and reservation.	Introduce vocabulary for unit	Choice vocabulary activity: picture dictionary, Frayer model, Google slides	L.4.4 RI.4.4
Immigration to the New World (4 days)	SWBAT identify the reasons Europeans decided to immigrate to the New World.	<p>Pose question to the class: "Would you leave your family and everything you know to go to a new place?"</p> <p>Identify the reasons some Europeans left to come to the new world: <b>religious freedom, resources, economic.</b></p> <p>Watch BrainPop "Building the 13 Colonies" and Discovery Education "Early Settlers: The Era of Colonization" Also read <a href="#">"Coming to America on the Mayflower"</a> and</p>	<p>Discussion, post it activity, notebook entry</p> <p>Create chart in notebook noting reasons for each column.</p> <p>Optional: Fill in together <a href="#">"Mayflower Compact: Document Analysis"</a></p>	RI.4.1 RI.4.3 RI.4.5  6.1.5.GeoPP.6 6.1.5.GeoPP.3  6.1.5.GeoGI.1 6.1.5.GeoGI.3  6.1.5.HistoryCC.1

		<p><a href="#">"Mayflower Compact-abridged"</a>(primary source). Share and note reasons the Puritans came to New World.</p> <p>Read TrueFlix - The Thirteen Colonies "New Jersey Colony" chapter 2 &amp; NJ Studies Weekly Week 7 "European Powers Compete for Fur Trade". Identify how the promise of land and fur trade attracted settlers.</p>	<p>Create a poster advertising for Europeans to immigrate to the New World.  <a href="#">Moving to the New World &amp; Primary source</a>  <a href="#">Patroon poster</a></p>	
<p>Formation of the colony of New Jersey (2-3 days)</p>	<p>SWBAT identify the changes in New Jersey's name and governance during the first 50 years.</p>	<p>Watch Discovery Education "The Colony of New Jersey, Founded 1664" &amp; "The Division and Reunification of New Jersey". Read TrueFlix Thirteen Colonies "New Jersey Colony" -Chapter 2 and/or New Jersey Studies Weekly Week 6"New Netherland Ousts the Swedes &amp; Finns" &amp; Week 9 "Peg-Leg Pete Surrenders to the English".</p> <p>Identify how with each change in governance, there was a name change.  New Netherland-Kieft  New Sweden-Stuyvesant  New Jersey - Berkeley &amp; Carteret  East Jersey -Carteret  Quaker West Jersey-Quakers</p>	<p>Create a timeline identifying New Jersey's formation, key events and name changes.</p>	<p>RI.4.1  RI.4.3  RI.4.5</p> <p>6.1.5.GeoPP.6  6.1.5.GeoPP.3  6.1.5.GeoGI.1  6.1.5.GeoGI.3  6.1.5.HistoryCC.1</p>
<p>Life in the Colonies (4 days)</p>	<p>SWBAT compare how Colonial life in 1700s New Jersey differs from today.</p>	<p>Using resources such as Discovery Education, TrueFlix NJ Colony Chapter 3, and New Jersey Studies Weekly Issue 10 &amp; 11, compare and contrast New Jersey life then and now.</p> <p>Discuss that not everyone became a farmer. Some people opted for trades. See Ducksters &amp; Mr.</p>	<p>-Notebook entry or drawing about colonial life  -Diary entry  -Exit ticket</p> <p>Trade placard</p>	<p>RI.4.1  RI.4.3  RI.4.5  W.4.4  W4.1</p> <p>6.1.5.GeoGI.4  6.1.5.EconET.2  6.1.5.EconET.3  6.1.5.EconNM.1  6.1.5.EconNM.7</p>

	<p>SWBAT identify how natural resources and skilled labor helped to grow the economy of the New World and New Jersey.</p>	<p>Nussbaums's website link in resources. Students will research a trade from one of the resources to learn about and create their own placard with an advertisement. <a href="#">Artisans and Trades</a></p>		<p>6.1.5.EconET.1  6.1.5.EconET.1  6.1.5.GeoGI.1  6.1.5.CivicsPR.2  6.1.5.HistoryCC.1  6.1.5.HistoryCC.2  6.1.5.HistoryCC.1  6.1.5.HistoryCC.2  6.1.5.HistoryCC.3  6.1.5.HistoryCC.4  6.1.5.HistoryCC.5  6.1.5.HistoryCC.11  6.1.5.GeoPP.3  6.1.5.GeoSV.5  6.1.5.GeoGI.1  6.1.5.HistoryCA.1  6.1.5.HistoryCC.12  6.1.5.EconNM.2</p>
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		discuss how William Penn's descendants and others misled the Native Americans and took their land. (cause/effect)		6.1.5.HistoryCC.11 6.1.5.GeoPP.3
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LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.4.5	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.
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.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.
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.
SOC.6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
SOC.6.1.5.EconNE.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict

and cooperation among European colonists and Native American resulting in changes to conditions.

SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.

**Gifted Students-** "Create a Colonist" story with the same historical figures during center time, research projects on historical events, leadership roles during group projects.

## **Suggested Technological Innovations/Use**

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8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Peer reviews are to be commented on mini papers through Google Documents

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 7 - It's a Small World - Cultural Diversity

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

## Summary of the Unit

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Throughout this cross-curricular unit, students will read texts that promote cultural diversity and problem-solving during their reading block. The texts in this trimester (realistic fiction, historical fiction, biographical, and narrative nonfiction) focus on events and people who come from diverse backgrounds and perspectives who strive to promote for the betterment of their society. Students will identify how laws and rules affect the lives of the subjects in the books as well as the members of their communities. By reading about diverse perspectives and cultures, students will learn that we are all the same no matter our language, culture, or traditions. Students will identify how they, as members of a society, can help to make change no matter how small.

## Enduring Understandings

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- Citizens of a democracy can speak up when they see wrongs and promote change.
- Learning about different cultures helps us to build a better society that benefits all its members.
- Human interactions across cultures can have positive and negative impacts on traditions, practices, languages, and the environment.

## Essential Questions

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- Is it the responsibility of all members of a society to speak up when they see unfairness?
- What character traits are essential for people who stand up and promote change in their community?
- Why is it important to understand the challenges that other cultures face?

## Summative Assessment and/or Summative Criteria

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**Writing:** Essay or project based on "Essential Questions" for each IRA set, such as in "Vanishing Cultures" or "Taking Action, Making Change". Students can provide evidence from multiple sources to defend their opinion on the prompt.

**Art** – Class creates a mural or graffiti wall with important topics for our town, state, or "10 year olds".

**Writing/Video:** Students compose an essay on what it means to be a part of a family and what their family "motto" would be. Using Screencastify or another district approved app, students will share a family "motto" that best symbolizes them.

Vocabulary Quiz on key terms can be administered.



## Resources

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### Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

They can be taught through discussion (turn & talk), anchor charts, or response to reading activities (introduced and reinforced during IRA).

Reader's Notebook

Book Talk

**Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles**

**The Promise**

**Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah**

**Brothers in Hope: The Story of the Lost Boys of Sudan**

**One Hen: How One Small Loan Made a Big Difference**

**Ivan: The Remarkable True Story of the Shopping Mall Gorilla**

**Hands Around the Library: Protecting Egypt's Treasured Books**

**One Plastic Bag: Isatou Cissay and the Recycling Women of the Gambia**

**Parrots Over Puerto Rico**

**Sahara**

**Himalaya**

**Frozen Land**

**Far North**

**The Lotus Seed**

**Red Butterfly: How a Princess Smuggled the Secret of Silk Out of China**

**Grandfather's Journey**

**My Name is Sangoel**

**Jalapeno Bagels**

**In Our Mothers' House**

**The Matchbox Diary**

**Buffalo Bird Girl: A Hidatsa Story**

**Journey**

**The Dam**

**Eight Days: A Story of Haiti**

### Vocabulary (add to class word wall)

interactions

interpretations

interconnected

### Websites

Discovery Education Channel: **Dissent, Equity, and Inspiring Change, 48 Days: My Voice Matters**

TrueFlix **Women's History**

### Achieve 3000

- "Saving Sea Turtles"
- "A Cup of Kindness, Please"
- "All Walking, No Talking"
- "The Power of Petitions"
- "Human Libraries Lend a Friend"
- "Making a Mark"
- "Young Inventors Tackle Big Problems"
- "Swimming to Success"
- "A Fighter for Justice"

(March) Articles on women that made a change

(April) Autism and Disabilities

### Optional Related Read Alouds (can be used in between IRA texts or during morning meeting):

Brayden Speaks Up, Brayden Harrington

Counting on Catherine, Helaine Becker

I See You, Genhart

The House that Jane Built (Storyline Online), Tanya Lee Stone

Just Ask, Sotomayer

Right Now! Speaking Up for Change, Paul  
The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer  
 Other titles about famous women (March), Diversity (April)

**Commonlit**

Many stories under Theme: **Social Change and Revolution** or **Cultures Around the World**

**Suggested Materials**

Chart paper & drawing materials  
 Reader's Notebook

**Unit Plan**

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
<p><b>Government</b>            Diverse citizens help our society function.</p> <p>Citizens have a responsibility to promote human rights.            (1day)</p>	<p>SWBAT define interactions, interpretations, and interconnected.</p> <p>SWBAT discuss the notion of taking action.</p>	<p>-Introduce root "inter" (among or between), Have students brainstorm examples through sentences or illustrations. Create anchor chart with these terms.</p> <p>-Discuss how our world is getting "smaller" due to technology and how the new vocabulary words speak to the notion of a "small world". Create a list of ways that the world is interconnected. (Apps, technology, etc.)</p>	<p>-Observation through discussion/ anecdotal notes            -Respond to reading independent and shared writing activities            -Graphic organizers            -Exit Tickets</p>	<p>6.1.5CivicsPI.1            6.1.5 CivicDP.1            6.1.5CivicsCM.2            6.1.5CivicsCM1            6.1.5CivicsCM4            6.1.5CivicsHR.4            6.15.CivicsHR3</p> <p>LA.RL4.1-10            LA.RI4.1-10            LA.SL4.1-6</p>
<p><b>Government &amp; Active Citizenship</b>            Citizens can be a catalyst for change for public problems.</p> <p>Individuals, alone or through collaboration, can bring change.</p> <p>Interconnectivity can be positive or negative</p>	<p>SWBAT explain that it is our responsibility to stand up for others and shape change.</p>	<p>-Teacher will discuss the power of the individual/ group to make changes in society to bring equality, stop discrimination and impact our environment.</p> <p>F&amp;P Mini Lesson (MGT.U1.RML 6/7 94-97)            Through IRAs, discuss how words and actions affect others and how to build an inclusive</p>	<p>Formative assessments of IRAs</p> <p>Reader's notebook entries or essays based on "Beyond or About the Text", "Respond to the text", Cross Curricular ideas from book cards</p>	<p>6.1.5CivicsCM1            6.1.5CivicsDP2            6.1.5Civic HR4            6.1.5CivicsHR3            6.1.5HistoryCC2            6.1.5CivicsHR2            6.1.5HistoryUP5            6.1.5HistoryP6            6.1.5HistoryUP7</p>

(Trimester 3)		<p>environment.</p> <p>Suggested titles:  <u>Follow the Moon</u>  <u>Home:</u>  <u>The Promise</u>  <u>Emmanuel's Dream</u>  <u>Brothers in Hope:</u>  <u>One Hen</u>  <u>Ivan</u>  <u>Hands Around the Library</u>  <u>One Plastic Bag</u>  <u>Parrots Over Puerto Rico</u>  <u>Sahara</u>  <u>Himalaya</u>  <u>Frozen Land</u>  <u>Far North</u>  <u>The Lotus Seed</u>  <u>Red Butterfly</u>  <u>Grandfather's Journey</u>  <u>My Name is Sangoel</u>  <u>Jalapeno Bagels</u>  <u>In Our Mothers' House</u>  <u>The Matchbox Diary</u>  <u>Buffalo Bird Girl</u>  <u>Journey</u>  <u>The Dam</u>  <u>Eight Days</u></p>	<p>Use Essential questions as a basis of understanding the concept with a notebook entry or turned in essay</p> <p>See Text Sets~ overarching theme questions</p>	<p>6.1.5HistorySE2</p> <p>LA.RL.4.1-10  LA.RI.4.1-10  LA.SL.4.1-6</p>
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- LA.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.4.4 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.
- LA.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- LA.RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or

	<p>LA.RL.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.</p> <p>LA.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>LA.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).</p> <p>LA.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>LA.RL.4.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>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.</p> <p>LA.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>LA.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.</p> <p>SOC.6.1.5.CivicsPD.2 Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>SOC.6.1.5.CivicsDP.2 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>SOC.6.1.5.CivicsHR.2 Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p>SOC.6.1.5.CivicsHR.3 Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</p> <p>SOC.6.1.5.CivicsHR.4 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>SOC.6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>SOC.6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>SOC.6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>SOC.6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>SOC.6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>SOC.6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
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## **Suggested Modifications for Special Education, ELL and Gifted Students**

\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview

units.

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## **Suggested Technological Innovations/Use**

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- Peer reviews are to be commented on mini papers through Google Documents
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## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 8 - New Jersey & the 20th Century

Content Area: **Social Studies**  
Course(s):  
Time Period: **March**  
Length: **15 days**  
Status: **Published**

## Summary of the Unit

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Students will explore New Jersey's role in the Industrial Revolution and major accomplishments in technology that helped New Jersey grow into a leading cultural and industrial center in the United States. Students will examine the positive and negative impacts of this change on society. Through examination of the "American Dream", students will understand the lure of Ellis Island and immigration. Finally, students will dive into famous New Jerseyans that changed our state and the world.

## Enduring Understandings

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- Innovation brings prosperity and helps to move society forward.
- Change is essential for growth, but can lead to both positive and negative consequences.
- Creativity drives innovation and comes in many different forms.
- Joining people from different cultures can be a catalyst for new ideas.

## Essential Questions

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- How does change that benefits the common good happen in a society?
- Are change and innovation necessary?
- How does sharing ideas and creativity across cultural and physical boundaries affect a community or the world?

## Resources

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### Vocabulary (add to class word wall)

industrial revolution  
immigration  
opportunity  
inventions  
transportation  
textiles  
manufacture

- New Jersey Studies Weekly-
  - Week 20 "Industrial Revolution - Good or Bad?"

- Week 20 "Early Industry in New Jersey(child labor)"
- Week 20 "New Jersey Industrialization and the Trusts"
- Week 21 "New Jersey Boasts Many Inventors" & "Inventors and Inventions"
- Week 22 "Better Transportation Changes America", "Transportation in New Jersey", & "The Wonderful Horse"
- Week 23 "Millions Immigrate to America" "Immigration & Migration" & "Immigrants Suffer Poor Living Conditions"
- Week 26 "New Jersey Today"
- Epic: **Children in the Industrial Revolution, Many books on Thomas Edison, Ellis Island, etc.**
- Achieve 3000:
  - "Dirty Jobs Kids had to do"
  - "The Tale of Two Childhoods"
  - "Impactful Inventions"
  - "Matches, Madhatters and Ghost Girls"
  - "Tesla Back in the Spotlight"
  - "On the Go" (trains, planes, etc)
- Newsela: "Primary Sources: Interview with former child laborer in the Industrial Revolution"
- **Her Left Foot** by Dave Eggers
- Readworks
  - ["The Industrial Revolution- An Introduction to the Industrial Revolution"](#)
  - ["Lost on Ellis Island"](#), ["Immigration--Ellis Island: The Hunt for Alois Hanousek"](#)

## Videos & Websites

TrueFlix - My United States "New Jersey" -History/Culture

FreedomFlix - Ellis Island

Discovery Education: ["Industrial Revolution"](#) ,["Core Curriculum: Thomas Edison"](#), ["Menlo Park and the Phonograph"](#) , ["Animated Classics: Thomas Edison"](#)

Ducksters "Industrial Revolution" , "Inventions and Technology"

Official Website of [NJ "Famous Firsts"](#).

Scholastic Teachers ["Immigration: Stories of Yesterday and Today"](#)

[Storyworks Magazine](#) "Out of the Flames" (Feb 2019) & "Out of the Darkness" (Mar/Apr 2020)

## Suggested Materials

Chart paper & drawing materials

Social Studies Notebook

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## Summative Assessment and/or Summative Criteria

- Writing: Essay, research paper, presentation/video on New Jersey's role in creating modern society
- Art – Poster of famous New Jerseyans and their impact on modern life
- Vocabulary Quiz on key terms

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## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
<p><b>History/ Economics</b></p> <p>Industrial Revolution &amp; New Jersey (1-2 days)</p>	<p>SWBAT identify characteristics of the Industrial Revolution.</p>	<p>Review how New Jersey is known as the Garden State and its economy was built on farming.</p> <p>Graffiti Wall: "What do you think the Industrial Revolution was?" Students will write or draw what comes to mind.</p> <p>Watch Discovery Education <a href="#">"Industrial Revolution"</a>. Read article on <a href="#">Readworks "The Industrial Revolution- An Introduction to the Industrial Revolution"</a></p> <p><i>Paterson as 1st Planned Industrial City</i></p>	<p>Discussion</p> <p>Anchor chart (graffiti wall)</p> <p>Compare/ Contrast Graffiti wall to video.</p> <p>Answer questions on Readworks about Industrial Revolution.</p>	<p>6.1.5CivicsCM5</p> <p>6.1.5GeoGI1</p> <p>6.1.5EconNM3</p> <p>6.1.5EconNM4</p> <p>6.1.5EconNM6</p> <p>6.1.5GeoHE2</p> <p>6.1.5GeoPP3</p> <p>6.1.5GeoHE1</p> <p>6.1.5HistoryUP5</p> <p>6.1.5HistoryUP6</p> <p>6.1.5HistoryUP7</p> <p>6.1.5HistoryCC1</p> <p>6.1.5HistoryCC2</p> <p>6.1.5EconGE4</p> <p>RI.4.1</p> <p>RI.4.3</p> <p>RI.4.2</p> <p>RI.4.5</p> <p>LA.4.4</p> <p>RI.4.4</p>



<p><b>Economics/ History</b></p> <p>Innovation and Invention (2-3 days)</p>	<p>SWBAT identify how innovation and invention changed New Jersey from farmlands to industrial center.</p> <p>SWBAT describe the impact of Thomas Edison on NJ &amp; the world.</p>	<p>Pose question: What invention is the most important to you?</p> <p>Discuss how the Industrial Revolution relied on inventions. Watch Youtube video <a href="#">"Inventors Who Changed the World"</a> Read NJ Studies Weekly "NJ Boasts Many Inventors" &amp; "Inventors &amp; Inventions" (Week 21).</p> <p>Brainstorm inventions by Edison. Watch Discovery video on Edison . There are 3 of differing lengths.</p>	<p>Discuss.</p> <p>Create your own invention to make your life easier.</p> <p>Paragraph (RACE): What invention of Thomas Edison was most impactful to the world? Why?</p>	<p>6.1.5GeoGI1</p> <p>6.1.5EconNM3</p> <p>6.1.5EconNM4</p> <p>6.1.5EconNM6</p> <p>6.1.5GeoHE2</p> <p>6.1.5GeoPP3</p> <p>6.1.5GeoHE1</p> <p>6.1.5HistoryUP5</p> <p>6.1.5HistoryUP6</p> <p>6.1.5HistoryUP7</p> <p>6.1.5HistoryCC1</p> <p>6.1.5HistoryCC2</p> <p>6.1.5EconGE4</p> <p>6.1.5CivicsCM5</p> <p>RI.4.1</p> <p>RI.4.3</p> <p>RI.4.2</p> <p>RI.4.5</p> <p>W.4.1</p> <p>W.4.4</p> <p>W.4.9</p> <p>RI.4.4</p> <p>LA.4.4</p>
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<p><b>History/ Economics/ Geography</b> Transportation led to NJ development (1 day)</p>	<p>SWBAT describe the impact of railroads &amp; canals as people settled in areas across New Jersey.</p>	<p>Pose question: "Have you ever ridden on a train?" Brainstorm other ways people travel today. Discuss the limitations of travel in the early days of transportation during Industrial Revolution (railroads, wagons, boats-canal and rivers). Read NJ Weekly articles "Better Transportation Changes America" &amp; "Transportation in New Jersey" . Show <a href="#">RR map NJ.pdf</a> &amp; <a href="#">canal map of NJ.pdf</a> Discuss how and why transportation changed New Jersey. Fun Fact: <i>The first government charter for a railroad in the United States was issued by New Jersey in 1815 for the New Jersey Railroad Company to "erect a rail-road from the river Delaware near Trenton, to the river Raritan, at or near New Brunswick," as proposed by John Stevens.</i></p>	<p>Turn &amp; Talk Notebook entry  "How did the train change New Jersey?"  "On the Go" Achieve article</p>	<p>6.1.5CivicsCM5 6.1.5GeoGI1  6.1.5EconNM3 6.1.5EconNM4 6.1.5EconNM6 6.1.5GeoHE2 6.1.5GeoPP3 6.1.5GeoHE1 6.1.5HistoryUP5 6.1.5HistoryUP6 6.1.5HistoryUP7 6.1.5HistoryCC1 6.1.5HistoryCC2 6.1.5EconGE4  RI4.1 RI4.3 RI4.2 RI4.5 LA4.4 RI4.4</p>
<p><b>History</b> Immigration (5 days)</p>	<p>SWBAT state key facts about Ellis Island and describe the hardships immigrants faced when coming to America.</p>	<p>On chart paper write the words: Immigrant, opportunity. Pose question: Are you a recent immigrant to America? Your parents? grandparents? Great-grandparents?  Using <a href="#">Scholastic Teachers "Immigration--Stories of Yesterday and Today"</a>, students will explore the plight of immigrants coming to America in early 1900s. The interactive website has a mix of first-hand accounts in documents, photos, &amp; audio clips. [Make connection to <b>The Matchbox Diary</b> from IRAs] There are 10 "stops"</p>	<p>Homework: Interview your "grown up" on how your family came to America and why.  Create a timeline of steps to enter the US from Europe.  Create a diary entry from the POV of a child coming through Ellis Island in the 1900s or have students write a letter back "home" to a family member about their journey.</p>	<p>6.1.5GeoGI1 6.1.5EconNM3 6.1.5EconNM4 6.1.5EconNM6 6.1.5GeoHE2 6.1.5GeoPP3 6.1.5GeoHE1 6.1.5HistoryUP5 6.1.5HistoryUP6 6.1.5HistoryUP7 6.1.5HistoryCC1 6.1.5HistoryCC2</p>

		<p>along the way.</p> <p>Stop 1: "The Passage"</p> <p>Stop 2: "The Arrival"</p> <p>Stop 3: "Baggage Room"</p> <p>Stop 4: "Stairs to Registry"</p> <p>Stop 5: "Registry Room"</p> <p>Stop 6: "The Medical Exam"</p> <p>Stop 7: "The Legal Inspection"</p> <p>Stop 8: " Detainees"</p> <p>Stop 9: "Stairs of Separation"</p> <p>Step 10: "Kissing Post"</p> <p>Discuss the hardships and emotional toll on the immigrants and why they would go through all of this for "opportunity".</p> <p>Read the first-hand accounts of new immigrants to America and note comparisons.</p> <p>Explore Ellis Island through the virtual field trip on the Scholastic link.</p> <p>Optional Read <b>Her Right Foot</b> or watch <a href="#">Youtube link</a>.</p>	<p>Turn &amp; Talk about why people would endure all of these difficulties.</p> <p>Compare/Contrast modern immigration to that of 100 years ago.</p>	<p>6.1.5EconGE4</p> <p>6.1.5CivicsCM5</p> <p>RI4.1</p> <p>RI4.3</p> <p>RI4.2</p> <p>RI4.5</p> <p>LA4.4</p> <p>RI4.4</p> <p>W4.4</p>
<p><b>History/ Economics</b></p> <p>Impact of modernization on society (3-4 days days)</p>	<p>SWBAT define the positive impact that New Jerseyans left on world through "Famous Firsts".</p>	<p>Discuss the word: <b>progress</b> as "forward movement" and how the world is always trying to improve for the "common good" . Review Thomas Edison's impact on</p>	<p>Poster, Instagram post, Google slide of a famous NJ 1st</p>	<p>6.1.5EconNM3</p> <p>6.1.5EconNM4</p> <p>6.1.5EconNM6</p> <p>6.1.5GeoHE2</p>

	<p>SWBAT define negative impacts of modernization on society, such as child labor.</p>	<p>the world.</p> <p>Add the words - <b>Positive Impact</b> to chart.</p> <p>Students will choose a <a href="#">famous 1st</a> from list, <a href="#">research</a> it's impact on the world, and create a visual.</p> <p>Add the words - <b>Negative Impact</b> to chart. Discuss that during the late 1800s and early 1900s, people were used for "labor" (even kids). <a href="#">Pictures from Library of Congress</a></p> <p>Photos of <a href="#">workers in the Triangle Shirt Factory</a></p> <p>Read either Scholastic Storyworks narrative nonfiction articles "<a href="#">Out of the Flames</a>" (Feb 19) about the Triangle Shirt Factory fire or "<a href="#">Out of the Burning Darkness</a>" (March/April 20) about child labor in mines. <i>{see Newsela links above as well as Achieve articles}</i></p> <p><i>PDF stories</i></p> <p>*<a href="#">Out of the Flames Quiz</a> <a href="#">Out of the Flames story</a></p> <p><a href="#">Out of the Burning Darkness story</a></p> <p><a href="#">Out of the Burning Darkness Quiz</a></p>	<p>Quiz and OE responses to the text</p>	<p>6.1.5GeoPP3</p> <p>6.1.5GeoHE1</p> <p>6.1.5HistoryUP5</p> <p>6.1.5HistoryUP6</p> <p>6.1.5HistoryUP7</p> <p>6.1.5HistoryCC1</p> <p>6.1.5HistoryCC2</p> <p>6.1.5EconGE4</p> <p>6.1.5CivicsCM5</p> <p>RI.4.1</p> <p>RI.4.3</p> <p>RI.4.2</p> <p>RI.4.5</p> <p>LA.4.4</p> <p>RI.4.4</p>
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- LA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LA.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.4.6 With some guidance and support from adults, use technology, including the Internet, to

produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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.
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SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
SOC.6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.5.EconNE.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.EconNE.6	Examine the qualities of entrepreneurs in a capitalistic society.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
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SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
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9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 9 - Be the Change the World Needs

Content Area: **Social Studies**  
Course(s):  
Time Period: **April**  
Length: **11 days + research writing**  
Status: **Published**

## Summary of the Unit

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Students will gain a global perspective on climate change by examining the role that culture and the modern world play on impacting climate change. Through research, using technology, students will gather information and make connections from around the world to understand how climate change affects their daily lives. Students will become aware of new strategies that they can implement as part of their daily lives to reduce their global footprint while teaching others how to be the change the world needs.

## Enduring Understandings

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- Our planet does not have infinite resources and we cannot misuse what we have.
- Our actions impact others far and near.
- Through common sense approaches and working together, people can make a change.

## Essential Questions

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- How do different countries and cultures address the impact of climate change on their daily lives?
- What can we do to promote the "common good" worldwide as it pertains to climate change?
- How can one person make an impact beyond their own backyard?

## Summative Assessment and/or Summative Criteria

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- Writing: Research paper on a human impact on the environment
- Art – Persuasive poster on a human impact on the environment
- Vocabulary Quiz on key terms

## Resources

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### Vocabulary (add to class word wall)

global warming  
pollution

impact  
deforestation  
natural resources  
environment  
endangered

### [Geography - Environment Issues pdf](#)

New Jersey Studies Weekly - Week 26 (inside fold) "Protecting Our Environment"

### **Achieve 3000 articles**

"Earth Day turns 50", "Young Guardians of Wild Things", "Toxic Wasteland or Environmental Oasis" "The Last Generation", "Can Nature be Saved?", "Seeking Asylum for Climate Change", "Western Wildfires Show Climate Change is Real", "A Plan to Plant a Trillion Trees", "Students take to the Streets", "Green Cows?", "Taking Action", "One Billion Trees", "A Little Voice Makes a Big Change", "A Promise to Help the Planet", "On Thin Ice", "An Hour for Earth", "More Bees, please", "The Polar Bear Problem", "Trying to Save Plants and Animals", "Plan Helps Companies, Animals and the Environment"

### **Newsela articles**

['At your school: Climate Unit Grade 4'](#)

### **Websites**

BrainPop "Humans and the Environment", "Climate Change", etc.

[Epic books](#) collection on all aspects of Human Impact on the Environment

Ducksters

Discovery Education - School Content - [4th Grade SS Climate Change](#)

[NJ Climate Change Education](#)

[Crash Course Climate Change](#)

[Sustainable New Jersey](#)

[Kids Against Climate Change](#)

[New Jersey Land Change Viewer](#)

[Trueflix - Ecosystems - Climate Change](#)

### **Optional Related Read Alouds (can be used in between IRA texts or during morning meeting):**

See Epic link above

**[Greta and the Giants](#)**, Tucker

**[The Watcher](#)**-Jane Goodall, Winter

**[The Great Kapok Tree](#)**, Cherry

**[Follow the Moon Home](#)**, Cousteau (IRA)

**[One Plastic Bag](#)**, Paul (IRA)

**[One World](#)**, Foreman

**[We Planted a Tree](#)**, Muldrow

**[The Tree Lady](#)**, Hopkins

**[The Boy Who Grew a Forest](#)**, Gholz (see Vooks for free membership)

### **Suggested Materials**

Chart paper & drawing materials

Social Studies Notebook



## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Unit Overview 1 day	SWB introduced to ideas about Earth Day. SWBAT describe the importance of Earth Day.	Earth Day lesson using Achieve article "Earth Day Turns 50" to spur discussion of climate change; Optional activities <a href="#">Earth Day 2023 website</a>	Discussion Discovery Ed activities <a href="#">Earth Day coloring page</a>	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4
Vocabulary 1-2 days	SWBAT define key vocabulary words.	Define vocabulary for the unit: global warming, pollution, impact, deforestation, natural resources, Environment, endangered	Frayer model, picture dictionary, Google Slides, <a href="#">One Pager</a>  Vocabulary quiz	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1  L.4.4 RI.4.4
Human & Environment 1 days	SWBAT answer the question, "What is climate change?"	Graffiti Wall or Table Top Discussion: <i>What do you know or have heard about climate change?</i> <i>How do you think it impacts your life?</i> SW write on poster or use post it notes to explain Climate Change as they see it. CW watch <a href="#">Brainpop on Climate Change</a> . {See " <a href="#">related reading resources</a> " for more information}.	SW create a web in their notebook of different aspects of Climate Change.	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4 RI.4.5 RI.4.1 RI.7-10
1 day	SWBAT define how people impact NJ and the world.	Discuss how <a href="#">New Jerseyans affect the environment</a> [Over development, air pollution, water pollution]. Create an anchor chart of threats to environment.	Using Cause & Effect graphic organizer, SW identify the causes and effects of people on the environment.	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4 RI.4.5 RI.4.1 RI.7-10

<p>Areas of Concern Overview 2 days</p>	<p>SWB introduced to endangered species. SWBAT define the term "endangered species" and list examples of endangered species. <a href="#">Environmental Areas of Concern</a></p>	<p>Discuss what is an endangered species and the criteria. Watch Discovery Ed video on "<a href="#">How Species become endangered</a>". Class will read <a href="#">Preventing the Extinction of Animals - Readworks</a>. Divide students into 3 groups. Each group will work on a set of questions ("They're Back" "Panthers in Peril" or both articles). SW work collaboratively to answer questions on chart paper in table top activity.</p>	<p>Tabletop or chart paper activity identifying the causes, effects and working solutions</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4 RI.4.5 RI.4.1 RI.7-10</p>
<p>1-2 day</p>	<p>SWB introduced to deforestation urbanization. SWBAT describe the cause and effects of both deforestation and urbanization.</p>	<p>Revisit the term "deforestation". Read book <b>The Great Kapok Tree</b> by Lynn Cherry (<a href="#">Video link</a>). Discuss. Watch <a href="#">Why Deforestation matters (Nat Geo)</a>.  Read <a href="#">Deforestation &amp; Urbanization</a>. Discuss cause and effect of cutting down trees. Use NJ <a href="#">aerial map</a> to view the change over time. Write a concrete poem on trees.</p>	<p>Discuss book and impact of humans on trees.  Concrete poem- individually, partner, or whole group.</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4 RI.4.5 RI.4.1 RI.7-10</p>

<p>How can I help? 2 days</p>	<p>SWBAT name people who stood for what they believe in.</p>	<p>Review books we have been reading about people who stand up for their beliefs such as Martin Luther King Jr, Malala, Louis Braille, <b>Razi’s Ray of Hope, The Secret Garden, Farmer Will, Follow the Moon Home, One Plastic Bag</b>, etc., or even the new book <b>Right Now!: Real Kids Speaking Up for Change</b>, Paul &amp; Jackson.</p> <p>Discuss what they have in common. Create a character trait chart. Ask the students if they ever heard of Greta Thunberg.</p> <p>Read one of the following on Epic: <b>Greta Thunberg: Climate Activist</b> <b>Greta Thunberg: Teen Activist</b> <b>Greta and the Giants</b></p> <p>Achieve article: “Students take to the Streets”</p>	<p>Discussion</p> <p>Graffiti wall with character traits of people who impacted society</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4 RI.4.5 RI.4.1 RL.4.3 RI.7-10</p>
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<p>Research project 15 days</p>	<p>SWBAT create research projects (debates) on either an endangered species or deforestation.</p>	<p>Integrated SS and Writing Research/Persuasive paper</p> <p>Students will review the 2 areas impacted by climate change: Endangered species and deforestation.</p> <p>Students will pick an area to research. Teacher will provide <a href="#">Project ideas</a> with links to aid in research. Use research-based writing methods to research. Topics to include: issue overview, causes, effects, ways to help. Research should include headings, paragraphs, content-specific vocabulary, pictures, etc.</p> <p>After writing paper, students can create a collaborative persuasive piece. Suggestions include poster, Google slides, Canva, PSA video or mock TED talk.</p>	<p>Discussion</p> <p>Research using graphic organizer with boxes and bullet points</p> <p>Research paper of minimum 4 paragraphs, headings, photos or illustrations, bold words for content specific vocabulary, charts and graphs are optional</p> <p>Poster Google Slides PSA using Screencastify Submit TED Talk with Screencastify Submit</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.4.4 RI.4.4 RI.4.5 RI.4.1 W.4.1 W.4.2 W.4.4-10 RI.7-10</p>
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- LA.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- LA.L.4.2.A Use correct capitalization.
- LA.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.4.3.A Choose words and phrases to convey ideas precisely.
- LA.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LA.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key

words and phrases.

- LA.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- LA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LA.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- LA.W.4.1.B Provide reasons that are supported by facts from texts and/or other sources.
- LA.W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- LA.W.4.1.D Provide a conclusion related to the opinion presented.
- LA.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- LA.W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- LA.W.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- LA.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LA.W.4.2.E Provide a conclusion related to the information or explanation presented.
- LA.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LA.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- LA.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LA.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 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.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.4.5	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.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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.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).
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.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).
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

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## **Suggested Modifications for Special Education, ELL and Gifted Students**

\*Consistent with individual plans, when appropriate.

**English Language Learners-** Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview units.

**Special Education-** Break lessons into smaller components, stopping to act out classroom activities that the historical figures are doing. Role play different scenarios.  
**Gifted Students-** Create a new story with the same issues during center time, research projects on other activists such as Goodall, Gore, etc., leadership roles during group projects.

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.  
Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.