Unit 2 - The Settlement of a New Land

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **November - December, 8 weeks**
Status: **Published**

NCS 4th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Colonial Life

Events of the Revolutionary War

Declaration of Independence and Constitution

Enduring Understanding

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens (6.1.4.D)

The United States is a nation of immigrants (6.1.4.D)

Many cultural traditions and heritages contribute to our state's and nation's diversity (6.1.4.D)

Natural resources, hard work, and innovation have shaped America (6.1.4.B)

Both the physical characteristics and human inhabitants of regions change over time (6.1.4.B)

Conflict is inherent in the nature of human organization (6.1.4.D)

Not all conflicts can be resolved (6.1.4.D)

Not all social problems can be solved (6.1.4.D)

Essential Questions

How was slavery a huge market for trade in America and around the globe?

How did the English takeover of New Jersey and the subsequent events shape New Jersey boundaries?

What was colonial life like in New Jersey?

What was early education like in New Jersey during colonial times?

What events paved the way for the Revolutionary War?

What was the Declaration of Independence?

What Revolutionary War battles were fought in New Jersey and what was the impact on the American colonists?

What was the state of our nation at the conclusion of the Revolutionary War?

Skills

Explain how and when it is important to measure distances, determine time zones, and locations by using various geographical tools, political maps and globes (6.1.4.B.3)

Explain why the Lenape chose the location they did. Explain why some locations in NJ and US are more suitable for settlement than others (6.1.4.B.7)

Identify the culture and products of New Jersey's early people (6.1.4.B.8)

Determine the impact of European colonization on the Lenape and other Native American populations (6.1.4.D.1)

Recognize that not every citizen was granted 'equal rights'. Identify actions that are unfair or discriminatory today, and propose solutions to address them (6.3.4.D.1)

Identify reasons/conflicts that caused Europeans to come to North America (6.1.4.D.2)

Explain why the colonies sought independence from Britain (6.1.4.D.2)

Understand how immigration enriches our country and adds to its diversity (6.1.4.D.3)

Explain how key events led to the creation of the US and NJ (6.1.4.D.4)

Identify major documents in NJ and American History, including the Declaration of Independence and the United States Constitution, and their impact on present day government (6.1.4.D.5)

Explain how and why the new Constitution was written (6.1.4.D.5)

Identify the fundamental values adn principles of American democracy expressed in the Bill of Rights adn the first New Jersey Constitution (6.1.4.D.5)

Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson

and Benjamin Franklin toward developing US government (6.1.4.D.6)

Explain the role Governor William Livingston played in the development of New Jersey government (6.1.4.D.7)

Discuss New Jersey's role during the American Revolution (6.1.4.D.8)

Describe Lenape culture and discuss how Lenape beliefs and values were handed down over time (6.1.4.D.10)

Discuss how preserving Lenape heritage connects present events to the past (6.1.4.D.10)

Explain how the Lenape used legends to explain their world (6.1.4.D.12)

Learning Targets include but not limited to:

Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth

Patterns of settlement across Earth's surface differ markedly from region to region, place to place and time to time

Immigrants come to NJ and the US for various reasons and have a major impact on the state and nation

Key historical events, documents and individuals led to the development of our nation

Personal, family and community history is a source of information for individuals about the people and places around them

The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage

Performance Tasks include but not limited to:

Design and create displays that show the varied environments of early New Jersey

Create a travel brochure for Lenape village

Produce a four-panel mural depicting Lenape life during the cycle of seasons

Write to a friend explaining why they would rather travel along a Native American Trail than along a modern highway or vice versa

Create and perform a scene for a movie depicting the trading among Hudson's sailors and the Lenape

Research and build a model of Colonial NJ farm with buildings, fields, and figures engaged in various activities or write a short essay on how mining iron ore in NJ helped industries

Write a letter from the colonies to King George explaining why the Stamp Act of 1765 is unfair

Standards

Include but not limited to:

SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
SOC.6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Assessments

Performance Tasks

Chapter & Unit Quizzes & Tests

Exit Cards

Student Participation

Teacher Observation

Worksheets & Workbook Pages

Think About It Questions

Resources/Instructional Materials

www.studiesweekly.com

www.mhschool.com

student practice workbook

art materials

television

computers

BrainPop

McGraw-Hill student text

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness

- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.