

Grade 4 Social Studies, Trimester 1, Unit 1

People Are Interconnected

Overview

Number of instructional days: 6 (1 day = 45 minutes)

Rationale for placement

This unit of study introduces skills and standards that recur in all the units throughout the year. It provides the basis for understanding primary and secondary sources. Students also learn the many ways that Earth's people are interconnected by exploring current events. Students will continue to discuss and analyze current events throughout the year.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXPLAIN how **current events** around the world AFFECT our **lives** (e.g., trade, war, conflict resolution, global warming)
- GENERATE a possible **solution** for a **community environmental problem** (e.g., if there is a lot of litter, create an action plan to clean it up)
- DESCRIBE **primary and secondary sources** and INTERPRET **information** from each (e.g., asking and answering questions, making predictions)

Common Core State Standards for English Language Arts or Literacy

- REFER to **details** and **examples** in a **text** when EXPLAINING what the **text says explicitly** and when DRAWING INFERENCES from the text
- WRITE **opinion pieces** on topics or texts, SUPPORTING a **point of view** with **reasons and information**.
- EXPLAIN how an **author** USES **reasons and evidence** to SUPPORT particular **points in a text**

Essential questions

- How can historical tools help us understand the past?
- How are people around the world interconnected?
- How do our choices affect others?
- How can people work together to solve a problem in the community? What problems can we work together to solve?
- How does geographical location affect the relationship between nations of the world and the United States?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

(3-4) –1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...

- a. explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming)
- b. locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books)

(3-4) – 2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

- a. exploring current issues using a variety of print and non-print sources (e.g., *Where does our food come from and what happens if there is a drought?*)

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

(3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...

- b. generating a possible solution for a community environmental problem (e.g., if there is a lot of litter, create an action plan to clean it up).

HP 1: History is an account of human activities that is interpretive in nature.

(3-4) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions)
- c. organizing information obtained to answer historical questions

HP 5: Human societies and cultures develop and change in response to human needs and wants.

(3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

- a. comparing how people with different perspectives view events in different ways.

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.

Integration of Knowledge and Ideas

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Writing Standards**Text Types and Purposes**

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

- 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.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learningC&G

In Grades K–2, students explored and discussed interactions with others around the world using a variety of print and nonprint sources. In Grade 3, students began to explore current issues and how they connect us to the world.

HP

In Grades K–2, students explored, identified, and categorized different kinds of information using a variety of artifacts. In Grade 3, students described the difference between primary and secondary sources.

G

In Grades K–2, students learned how to identify basic environmental resources needed in daily life and how the environment change people’s behavior. Third-grade students began exploring possible solutions to a community environmental problem.

RI

In Grade 3, students described the relationship, described in a text, among a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertaining to time, sequence, and cause and effect. They asked and answered questions, referring to the text as the basis for answers.

Third-grade students also described the logical connection between sentences and paragraphs.

W

In Grade 3, students wrote opinion pieces on topics or texts, supporting their point of view by introducing the topic, stating their opinion, providing an organized structure, supplying reasons to support their opinion, using linking words and phrases, and providing a concluding statement or section. Students were provided guidance and support in planning, organizing, revising, editing, and using technology to publish their writing.

By Grade 3, routines for writing over both extended and short periods of time have been established.

Current learningC&G

In Grade 4, students continue to explore current events, and they are introduced to understanding and describing how current events around the world affect our lives. This skill is practiced throughout the school year as current events are explored. Begin with whole-class discussions and gradually work toward small-group or partner work.

HP

Students begin to interpret information from primary and secondary sources in this unit. They ask and answer questions and make predictions. As the year progresses, students move to a developmental level of understanding.

G

Students are able to generate a possible solution for a community environmental problem. They work in small groups to discuss the issues and determine a solution for the problem they have selected.

RI

Students in Grade 4 explain events, ideas, or concepts, including what happened and why, referring to specific details and examples from the text and drawing inferences. They explain how the author uses reasons and evidence to support points in the text.

W

In Grade 4, students expand their knowledge of writing opinion pieces by supporting their opinion with facts and details and grouping ideas to support their purpose. They also use phrases to link the opinion and the supporting reasons. Finally, they restate the opinion in the conclusion. Students write clear, coherent pieces with appropriate development and organization.

Students are provided guidance and support with revising/editing and using technology to publish their writing. Routines are established for writing over extended and short periods of time.

Future learningCG

Students in Grades 5 and 6 will develop skills to identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others.

HP

In Grades 5 and 6, students will be able to use a variety of artifacts to answer historical questions, support the stories of history, and identify the point of view of these sources.

G

In Grades 5 and 6, students will be able to identify and analyze human reactions to changes in their physical environment.

RI

In Grades 5 and 6, students will learn to quote accurately from a text to explain what the text says. They will also explain the relationships or interactions between two or more events, ideas, or concepts based on the text. Finally, students will identify the reasons and evidence that support the points that the author makes.

W

Students in Grades 5 and 6 will expand their ability to write an opinion piece by providing logically ordered reasons, and they will link their reasons and opinion using clauses as well as words and phrases.

Students will write clear, coherent pieces that are at least two pages long with appropriate development and organization. They will be provided some guidance and support with revising/editing and using technology to publish their writing.

Routines will be established for writing over extended and short periods of time.

Resources

Suggested primary and secondary documents

Scholastic News

Time for Kids

National Geographic Kids

Scholastic Storyworks

Suggested online resources

Library of Congress: <http://www.loc.gov/teachers>

Time for Kids: <http://www.timeforkids.com/>

National Geographic Kids: <http://kids.nationalgeographic.com/kids/>

CNN Student News: <http://www.cnn.com/studentnews/>

Scholastic Website: <http://sni.scholastic.com/SN4>

Social Studies Central: <http://www.socialstudiescentral.com>

Teaching Current Events via Newspapers, Magazines and TV:
<http://www.csun.edu/~hcedu013/cevents.html>

Primary sources at Yale University: http://www.yale.edu/collections_collaborative/primarysources/primarysources.html#maps_a

Primary sources on the web: <http://www.eduplace.com/ss/hmss/primary.html>

Key information from the grade-span expectations and common core state standards documents

Websites with Common Core information, strategies, or lessons

Common Core State Standards Initiative: www.corestandards.org

Rhode Island Department of Education: <https://www.ride.ri.gov/>

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Vocabulary

current event

trade

conflict resolution

global warming

physical environment

artifact

primary source

secondary source

cultural diversity

interconnected

global

cited

current issues

print resources

non-print resources

media

publication

community

environmental problem

action plan

historian

document

perspective

analyze

interpret

Grade 4 Social Studies, Trimester 1, Unit 2

Rights and Responsibilities

Overview

Number of instructional days: 10 (1 day = 45 minutes)

Rationale for placement

Students will be introduced to general structure of the US Government, democracy, rights and responsibilities. This is preparing them for a future unit in grade four in which the Constitution will be discussed and analyzed. It ties in with teaching classroom rules and routines.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXHIBIT and EXPLAIN what it means to be a **responsible member** of a **group** to **ACHIEVE** a **common goal**.
- USE a variety of **sources** to **PROVIDE examples** of individuals' and groups' **rights and responsibilities**
- **DEMONSTRATE AND EXPLAIN** how personal **choices** affect **rights, responsibilities and privileges**
- **WORK** cooperatively within a **group** to **DEMONSTRATE** personal **accountability** to **COMPLETE** a **task**
- **ENGAGE** in a variety of **forms of participation** (e.g., **voting**, petition, survey) and **EXPLAIN** the **purpose** of each form.

Common Core State Standards for English Language Arts

- **DETERMINE** the meaning of general academic and domain-specific **words or phrases** in a **text** relevant to a *grade 4 topics or subject area*.
- **EXPLAIN** how **individuals** can take **responsibility**
- **DETERMINE** the **main idea of a text** and **EXPLAIN** how it is **SUPPORTED** by **key details**; **SUMMARIZE** the **text**.
- **PRODUCE** clear and coherent **writing** appropriate to **task, purpose, and audience**.
- **PLAN, REVISE, and EDIT** writing
- **USE technology** to produce and **PUBLISH writing** and **COLLABORATE** with **others**
- **DEMONSTRATE** sufficient command of **keyboarding skills** to **TYPE** a minimum of **one page** in a **single sitting**.

- APPLY *grade 4 Reading standards* to **informational texts**
- WRITE routinely for a **range** of discipline-specific **tasks, purposes, and audiences**.

Essential questions

- How can you be a responsible member of a group? What would happen if a group member was not responsible?
- What rights do people have in a democracy? How are rights granted and/or denied?
- How do people participate in their civic responsibilities?
- How do our actions impact others in our community? What are the consequences of our actions?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (3-4) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)
- (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)
 - working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)

C&G 4: People engage in political processes in a variety of ways.

- (3-4) – 2 Students demonstrate their participation in political processes by...
- engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form

- (3-4) –3 Students participate in a civil society by...
- b. explaining how individuals can take responsibility for their actions and how their actions impact the community

Common Core State Standards for English Language Arts

Reading standards

Key Ideas and Details

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topics or subject area*.

Writing standards

Production and Distribution of Writing

- 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.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

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Prior learning

C&G

In grades K-2, students learned how to work cooperatively and share responsibilities in order to be a productive member of a group. They also learned how to be an effective citizen by showing respect for others.

Students experienced a variety of forms of participation in political processes, such as voting and surveys. They developed empathy for others' points of view with a focus on school.

Grade 3 students learned about telling the difference between primary and secondary sources.

RI

In Grade 3, students determined the main idea of a text, identified key details, and explained how the details supported the main idea. Students determined the meaning of academic and domain-specific words and phrases in a text while reading.

W

Grade 3 students have been provided guidance and support with planning, organizing, revising/editing, and using technology to publish their writing. Routines have been established for writing over extended and short periods of time.

Current learning

C&G

In Grade 4, students learn how to be a responsible member of a group and how to work cooperatively and demonstrate personal responsibility while completing group tasks.

By using a variety of sources, students provide examples of individuals' and groups' rights and responsibilities as well as, how these ideas affect the community.

Additionally, students demonstrate and explain how personal choices affect others.

Finally, students engage in and explain the purposes of various forms of participation in political processes, such as voting, petitions, and surveys.

RI

In addition to determining the main idea of a text, identifying key details, and explaining how the details support the main idea, fourth-grade students also summarize the text. During reading, they determine the meaning of academic and domain-specific words and phrases in a text.

W

Grade 4 students write clear, coherent pieces with appropriate development and organization. They are provided some guidance and support with revising/editing and using technology to

publish their writing. Routines are established for writing over extended and short periods of time.

Future learning

C&G

Grade 4 students will use these skills in future units of study within this grade level. This knowledge will serve as a foundation for further discovery when exploring the United States Constitution, forms and branches of government, and Rhode Island history.

In Grades 5 and 6, students will continue to focus on qualities that make a responsible citizen within society. They will build upon these ideas and further their understanding based on more global situations.

Students will focus on the common good and identify conflicts between that concept and individual rights. Reaching compromises and identifying solutions to conflicts will be taught as well.

A variety of sources will be used and students will express their opinion to an audience beyond the classroom. Additionally, students will engage in the political process.

RI

In Grades 5 and 6, students will determine two or more main ideas in a text and explain how they are supported by key details. During reading, they will determine the meaning of academic and domain-specific words and phrases in a text.

W

In Grades 5 and 6, students will write clear/coherent pieces with appropriate development and organization and a minimum length of two pages. They will be provided some guidance and support with revising/editing and using technology to publish their writing. Routines will be established for writing over extended and short periods of time.

Resources

Suggested primary and secondary documents

Come Back, Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought it Back to Life. Paperback; illustrated by Molly Cone

Teammate by Peter Golenbock; illustrated by Paul Bacon

A River Ran Wild: An Environmental History by Lynne Cherry

Vote (Theory, Practice and Destructive Properties of...) by Gary Paulsen

Vote! by Eileen Christelow

Suggested online resources

College, Career & Civic Life C3 Framework For Social Studies State Standards

<http://education.nationalgeographic.com/media/file/C3-Framework-for-Social-Studies.pdf>

Democracy for Kids—Scholastic:

http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

PBS Kids—The Democracy Project: <http://pbskids.org/democracy/>

Cobble Stone Publishers: www.cobblestonepub.com

Key information from the Grade-Span Expectations and Common Core State Standards documents

Websites with common core information, strategies, or lessons

College, Career & Civic Life C3 Framework For Social Studies State Standards, at <http://education.nationalgeographic.com/media/file/C3-Framework-for-Social-Studies.pdf>

Vocabulary

democratic values	justice	equality
diversity	privileges	responsibility
common goal	debate	personal choice
accountability	consequence	cooperate
voting	petition	survey
participate	effectiveness	task completion

Grade 4 Social Studies, Trimester 1, Unit 3

Understanding Our Government

Overview

Number of instructional days: 15 (1 day = 50 minutes)

Rationale for placement

In the last unit, students built a foundation for this unit as they learned about rights and responsibilities. They will expand on this knowledge to understand democracy and the structure of the United States government. Students will continue to discuss and analyze current events throughout the year as they arise.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- RECOGNIZE, DESCRIBE, and DEMONSTRATE the **characteristics of leadership** and **fair decision making**, and EXPLAIN how these characteristics **affect others**.
- IDENTIFY the **levels (national)** and **three branches of government**, as defined by the *U.S. Constitution*, and the **roles and purposes** of each
- USE a **variety of sources** to ILLUSTRATE the **basic values** and **principles of democracy**
- DESCRIBE the **resolution of conflicts by the courts** or other **authorities**
- IDENTIFY **forms** and **levels of civic participation** and how they **affect the common good (national, world)**

Common Core State Standards for English Language Arts

- DESCRIBE the overall **structure of events, ideas, concepts, or information** in a **text or part of a text**
- EXPLAIN how an **author USES reasons** and **evidence** to SUPPORT particular **points** in a text
- WRITE **opinion pieces** on topics or texts, and SUPPORT a **point of view** with **reasons and information**
- 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
- PROVIDE **reasons** that are SUPPORTED with **facts and details**
- LINK **opinion and reasons** using words and phrases
- PROVIDE a **concluding statement or section** related to the **opinion** presented

- PRODUCE **clear and coherent writing** in which the development and organization are appropriate to task, purpose, and audience
- DEVELOP and STRENGTHEN **writing** as needed by **planning, revising, and editing**
- 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.
- DRAW **evidence from literary or informational texts** to SUPPORT **analysis, reflection, and research**
- APPLY **grade 4 reading standards** to **informational texts**
- WRITE **routinely over extended time frames** and **shorter time frames** for a range of discipline-specific tasks, purposes, and audiences

Essential questions

- Who are our leaders and what makes an effective leader?
- What are the branches of government and what purposes do they serve?
- What are the levels of government? Why do we have them or need them?
- What is the U.S. Constitution? How does it ensure our rights?
- What is a democracy? What are the principles of democracy and what do they stand for?
- What is conflict? In what ways can it be resolved?
- What is a political process? Why do we engage in political processes?
- How do income taxes benefit the public?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (3-4) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others.

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (3-4) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- identifying the levels (~~local, state, national~~) and three branches of government, as defined by the *U.S. Constitution*, and the roles and purposes of each (e.g., checks and balances)

- (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- b. using a variety of sources (e.g., *Bill of Rights*, *Declaration of Independence*, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *E Pluribus Unum* represents national unity, *This Land is Your Land* represents respect for diversity)

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- c. explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities

C&G 4: People engage in political processes in a variety of ways.

- (3-4) –1 Students demonstrate an understanding of political systems and political processes by...
- a. identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (~~local~~, state, national, world)

E 3: Individuals, institutions, and governments have roles in economic systems.

- (3-4)–2 Students demonstrate an understanding of the role of government in a global economy by...
- a. identifying how government redistributes tax income for public benefit through taxes (e.g., paying for work force training through schools).

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Writing Standards**Text Types and Purposes**

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.

ELA Standards That Recur**Production and Distribution of Writing**

- 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.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

In grades **K-2**, students discussed rules and consequences and identified authority figures. They also recognized the characteristics of leadership and identified leadership titles at different levels of government. In addition, **K-2 students** identified forms of civic participation—primarily surveys and voting.

Grade 3 students learned to make, apply, and enforce rules in the home, school, and community. **Third graders** also compared similarities between a rule and law. They cited examples of laws that provide for the common good.

Third grade students identified authority figures and explained the limits to their power. The discussion of government figures and levels of government related to local and state governments. Different ways that conflicts can be resolved and how they affect people were also discussed in **grade 3**.

E

Students in Grade 3 learned to recognize the purpose of money.

RI

Grade 3 students learned how to use text features and search tools to locate information relevant to a topic. Students also described the connection between sentences and paragraphs within text.

W

In grade three, students wrote opinion pieces and provided reasons for their opinion. Students have been provided guidance and support with planning, organizing, revising/editing, and using technology to publish their writing. Routines have been established for writing over extended and short periods of time.

Current learning

C&G

Students in grade 4 demonstrate the characteristics of leadership and fair decision making.

Focus is on the national level when discussing the branches of government. Students describe the U.S. Constitution, define the roles/purposes of the branches of government, and understand the importance of the Constitution.

In grade 4, students use the Declaration of Independence and Bill of Rights to illustrate the basic values and principles of democracy. They also describe the resolution of conflicts by the courts and explain how levels of civic participation affect the common good of the nation and world.

E

Students in grade 4 identify how income derived from taxes benefits the public.

RI

Grade 4 students describe the overall structure of events, ideas, concepts, or information in a text. They explain how an author uses reasons and evidence to support points in a text.

W

In fourth grade, students build on their knowledge of writing opinion pieces by providing facts and details to support their reasons. They expand the sophistication of linking words.

Students write clear/coherent pieces with appropriate development and organization. They are provided some guidance and support with revising/editing and using technology to publish their writing. Routines are established for writing over extended and short periods of time.

Future learningC&G

Students in grade 5 will identify and describe the role of individuals as leaders in the creation of government. These students will describe the function of the three branches of government and identify how power is divided and shared among the levels of government. In addition, they will explain how a bill becomes a law and explain the judicial process on all levels.

Fifth graders will identify enduring documents that reflect the underlying principles of the United States. Additionally, they will explain how leaders are selected or elected. Finally, Grade 5 students will identify, compare, and contrast different political systems.

E

In grade 5, students will identify how governments provide goods and services in a market economy by taxing and borrowing.

RI

In grade 5, students compare and contrast the overall structure of texts. Fifth-grade students will build on the standard from fourth grade by identifying which reasons and evidence support points.

W

In fifth grade, students will logically order reasons that are supported by facts and details. Clauses will be added to their opinion pieces to link opinions with reasons.

Students will write clear/coherent pieces, at least two pages long, with appropriate development and organization. They will be provided some guidance and support with revising/editing and using technology to publish their writing. Routines will be established for writing over extended and short periods of time.

Resources

Suggested primary and secondary documents

We the Kids: The Preamble to the Constitution of the United States by David Catrow

Constitution Translated for Kids by Kathy Travis

The Constitution of the United States by Christine Taylor-Butler

The Bill of Rights by Christine Taylor-Butler

The Branches of U.S. Government (Cornerstones of Freedom. Third Series) by Michael Burgan

Branches of Government: Government in Action by John Hamilton

U. S. Government and Presidents: Amy Gamble

Our Civic Life , Millmark Education: leveled reading material for civic discussion

Suggested online resources

Library of Congress: <http://www.loc.gov/teachers>

Democracy for Kids – Scholastic: http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/

PBS Kids—The Democracy Project: <http://pbskids.org/democracy/>

Ben’s Guide to U. S. Government for Kids: <http://bensguide.gpo.gov/3-5/>

Kids.gov: A Safe Place to Learn and Play: <http://kids.usa.gov/>

Congress for Kids: <http://www.congressforkids.net/>

Hand Motions for Memorizing the Preamble: <http://www.nccs.net/uploads/files/14130/preamble.pdf>

Discovery Education videos: TLC Elementary School: We the People: A History (23:17), www.discoveryeducation.com

Websites with common core information, strategies, or lessons

Common Core State Standards Initiative: www.corestandards.org

Rhode Island Department of Education: <https://www.ride.ri.gov/>

Suggested activities

An opinion writing piece could focus on questions such as:

- What makes an effective leader?
- What are the benefits of a democracy?

Group project: Students can work in groups to translate the lines in the preamble to the Constitution using their own ideas and words. Then the groups illustrate their thoughts.

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Vocabulary

independence	freedom	income tax
president	vice president	judge
representative	senator	constitutional
legislature	judicial	legislative
executive	document	debate
branches of government	congress	checks and balances
Constitution*	Declaration of Independence	Bill of Rights
amendment	preamble	framework
federal	gender	prohibited
media	court	political system
democracy*	government	role
conflict*	authority*	power
national		

**mastered in grade 3*

Grade 4 Social Studies, Trimester 2, Unit 1

Exploring Regions

Overview

Number of instructional days: 15 (1 day = 45 minutes)

Rationale for placement

It is important that this unit is taught before our study of Rhode Island history so that students have an understanding of how physical characteristics/geographic location affects resources, economics, and demographics. As students continue to explore current events, understanding the geography of a region will assist them in inferring the reasons that those events occur.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXPLAIN ways in which geographical **features** determine how **people** LIVE and WORK
- EXPLAIN how natural/physical **features** and human-made **features** make a **place** unique
- DEFINE a **region** and its associated **places**
- EXPLAIN the difference between **regions** and **places**
- CONTRAST how **people** in different **places** describe their physical **environments**
- DESCRIBE how physical **geography** defines **boundaries** of regions

Common Core State Standards for English Language Arts

- INTEGRATE information from two texts on the same topic in order to write or speak about the subject knowledgeably
- READ and COMPREHEND informational texts, including history/social studies, science, and technical texts
- WRITE informative/explanatory texts to examine a topic and convey ideas and information clearly
- INTRODUCE a topic clearly and GROUP related information in paragraphs and sections; INCLUDE formatting, illustrations, and multimedia when useful to aiding comprehension
- DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- LINK ideas within categories of information using words and phrases
- USE **precise language** and **domain-specific vocabulary** to inform about or explain the topic

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- PROVIDE a **concluding statement or section** related to the information or explanation presented
- CONDUCT short research projects that build knowledge through investigation of different aspects of a topic
- 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**.
- PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing
- 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
- DRAW evidence from literary or informational texts to support analysis, reflection, and research
- APPLY *grade 4 Reading standards* to informational texts
- WRITE routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

Essential questions

- What are some geographical features that help determine regions?
- How do physical features of land affect people and their use of the land?
- What influences people's decisions to move to or within the United States?
- How are regions (in the U.S. and the world) alike or different?
- How does geography affect people and their way of life?

Written Curriculum

Grade-Span Expectations for Social Studies

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (3-4) –1 Students understand the physical and human characteristics of places by...
- a. explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).
 - b. explaining how natural/physical features and human-made features makes a place unique.

- (3-4) –2 Students distinguish between regions and places by...
- defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).
 - explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).
- (3-4) –3 Students understand different perspectives that individuals/groups have by...
- contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).
- (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...
- describing how physical geography defines boundaries of regions.

Common Core State Standards for English Language Arts

Reading Standards

Integration of Knowledge and Ideas

- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.

ELA Standards that Recur**Production and Distribution of Writing**

- 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.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*G*

In kindergarten through second grade, students identified and described natural/physical and human-made features of places. In their study of regions, they compared and contrasted human-

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made features of different regions. They have also identified physical boundaries of places, and they have identified and described how people in different places view their environments.

Grade 3 students used maps and graphs to locate places and show changes in the physical environment of the local community/region. Students used town, state, and world maps to locate places.

RI

In Grade 3, students compared/contrasted the most important points between two texts on the same topic.

All students in prior grades have read and comprehended informational texts within appropriate grade level text.

W

In Grade 3, students wrote informative/explanatory texts in which they introduced a topic; used facts, definitions, and details to develop points; and provided a concluding statement. They also began to use transition words and phrases to connect ideas.

Students have been provided guidance and support with planning, organizing, revising/editing, and using technology to publish their writing. Routines for writing over extended and short periods of time have been established.

Current learning

G

Grade 4 students continue to expand their understanding of physical and human characteristics of places by explaining how geographical, physical, natural, and human-made features make a place unique, as well as how these features how people live and work.

Students describe how physical geography defines boundaries of regions. They distinguish between regions and places by defining a region and explaining the differences between the region and places. By contrasting how people in different places describe their environments, they understand different perspectives.

Students focus on regions of the world and regions of the United States. It is expected that they be able to identify the states within each region. During this unit, the teacher should consider reading aloud a story from the resource list about westward expansion in the United States to provide background for students as they study each region of the U.S.

RI

By the end of Grade 4, students read and comprehend informational texts in the 4–5 text complexity band. Using two texts on the same topic, students integrate information to write and speak about a topic.

W

Students in Grade 4 write informative/explanatory texts using a topic sentence, text features, transition words and phrases that link ideas, and a concluding sentence. They also develop the topic with facts, definitions, concrete details/evidence from text, quotations, and precise language, including domain-specific vocabulary.

During short research projects, students take notes, gather relevant information, and provide a list of sources. A possible classroom activity is to have students explore a region of the world using

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the jigsaw method, then have them share out their findings. Students could create a brochure, Glog, or PowerPoint project to celebrate their learning.

Students write clear/coherent pieces with appropriate development and organization. They are provided some guidance and support with revising/editing and using technology to publish their writing. Routines for writing over extended and short periods of time are established

Future learning

G

Later in Grade 4, students will apply their knowledge of geographical features to draw inferences about how these features influence human settlement. In Grades 5 and 6, students will explain how geographical features influence population settlement. They will also compare and contrast patterns of population settlement based on climate and physical features.

To distinguish between regions and places, students will compare and contrast characteristics and explain the difference between these regions and places. Students will also identify how physical features and cultural characteristics shape individual perspectives. Last, they will explain how regions change over time.

RI

By the end of Grade 5, students will independently read and comprehend informational texts at the high end of the 4–5 text complexity band. By using several texts on the same topic, students will integrate information to write and speak about a topic.

W

Students in Grade 5 will expand their knowledge of writing informative/explanatory texts by logically grouping related information and linking ideas within and across categories (contrasting).

During short research projects, students summarize and paraphrase information in addition to the Grade 4 expectations.

Students will write clear/coherent pieces with appropriate development and organization that are at least two pages long. They will be provided some guidance and support with revising/editing and using technology to publish their writing. Routines for writing over extended and short periods of time will be established.

Resources

Suggested primary and secondary documents

Read-alouds on westward expansion:

- *Dear Levi*, by Elvira Woodruff
- *Bound for Oregon*, by Jean Van Leeuwen

Books for jigsaw work on regions of the world and United States

- National Geographic Reading Expeditions: The Midwest
- National Geographic Reading Expeditions: The Northeast

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- National Geographic Reading Expeditions: The Southeast
- National Geographic Reading Expeditions: The Southwest
- National Geographic Reading Expeditions: Plains
- National Geographic Reading Expeditions: Deserts
- National Geographic Reading Expeditions: Mountains
- *Rain Forest Animal Adaptations* (Amazing Animal Adaptations), paperback, by Lisa J. Amstutz
- *Rain Forests* (Magic Tree House Research Guide), paperback, by Mary Pope Osborne (Author), Will Osborne (Illustrator), Sal Murdocca (Illustrator)
- *A Walk in the Rain Forest* (Biomes of North America), paperback, by Rebecca L. Johnson (Author), Phyllis V. Saroff (Illustrator)
- *A Walk in the Tundra* (Biomes of North America), paperback, by Rebecca L. Johnson (Author), Phyllis V. Saroff (Illustrator)
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- *A Walk in the Desert* (Biomes of North America), paperback, by Rebecca L. Johnson (Author), Phyllis V. Saroff (Illustrator)
- *Explore the Desert* (Explore the Biomes), by Kay Jackson
- *Explore the Grasslands* (Explore the Biomes), by Kay Jackson
- *Explore the Tropical Rain Forest* (Explore the Biomes), by Linda Tagliaferro
- *Explore the Tundra* (Explore the Biomes), by Linda Tagliaferro
- *Savannas and Grasslands* (Endangered Biomes), paperback, by Donna Latham (Author)
- *Life in the Rain Forests*, by Lucy Baker
- *Life in the Polar Lands*, by Lucy Baker
- *Life in the Desert*, by Lucy Baker
- *Life in the Ocean*, by Lucy Baker

Suggested online resources

www.timeforkids.com/around-the-world—links to different countries and “A Day in the Life” stories

www.nationalgeographic.com/kids-world-atlas/maps.html—links to atlas, maps, and facts

www.nationalgeographic.com/kids/places—links to countries with facts, pictures, and videos from each

www.discoveryeducation.com—access to videos:

- American Geography Close-Ups: Middle Atlantic States, Volume 1

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- Geography of the USA (19:00)
- U.S. Geography: From Sea to Shining Sea; The Country Evolves
- Regions of the United States (19:00)

Key information from the grade-span expectations and common core state standards documents

Websites with common core information, strategies, or lessons

Vocabulary

geographical features	natural features	physical features
unique	region	populated
place	physical geography	boundaries
human characteristics	human-made features	rain forest
desert	mountains	arctic
antarctic	grasslands	prairie
savannah	pampas	border
compare	contrast	environment
climate	landforms	

Grade 4 Social Studies, Trimester 2, Unit 1

Exploring Regions

Overview

Number of instructional days: 15 (1 day = 45 minutes)

Rationale for placement

It is important that this unit is taught before our study of Rhode Island history so that students have an understanding of how physical characteristics/geographic location affects resources, economics, and demographics. As students continue to explore current events, understanding the geography of a region will assist them in inferring the reasons that those events occur.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXPLAIN ways in which geographical **features** determine how **people** LIVE and WORK
- EXPLAIN how natural/physical **features** and human-made **features** make a **place** unique
- DEFINE a **region** and its associated **places**
- EXPLAIN the difference between **regions** and **places**
- CONTRAST how **people** in different **places** describe their physical **environments**
- DESCRIBE how physical **geography** defines **boundaries** of regions

Common Core State Standards for English Language Arts

- INTEGRATE information from two texts on the same topic in order to write or speak about the subject knowledgeably
- READ and COMPREHEND informational texts, including history/social studies, science, and technical texts
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- INTRODUCE a topic clearly and GROUP related information in paragraphs and sections; INCLUDE formatting, illustrations, and multimedia when useful to aiding comprehension
- DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- LINK ideas within categories of information using words and phrases
- USE **precise language** and **domain-specific vocabulary** to inform about or explain the topic

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- PROVIDE a **concluding statement or section** related to the information or explanation presented
- CONDUCT short research projects that build knowledge through investigation of different aspects of a topic
- 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**.
- PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing
- 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
- DRAW evidence from literary or informational texts to support analysis, reflection, and research
- APPLY *grade 4 Reading standards* to informational texts
- WRITE routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

Essential questions

- What are some geographical features that help determine regions?
- How do physical features of land affect people and their use of the land?
- What influences people's decisions to move to or within the United States?
- How are regions (in the U.S. and the world) alike or different?
- How does geography affect people and their way of life?

Written Curriculum

Grade-Span Expectations for Social Studies

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (3-4) –1 Students understand the physical and human characteristics of places by...
- a. explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).
 - b. explaining how natural/physical features and human-made features makes a place unique.
- (3-4) –2 Students distinguish between regions and places by...
- a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).
 - b. explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).
- (3-4) –3 Students understand different perspectives that individuals/groups have by...
- a. contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).
- (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...
- a. describing how physical geography defines boundaries of regions.

Common Core State Standards for English Language Arts

Reading Standards

Integration of Knowledge and Ideas

- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.

ELA Standards that Recur**Production and Distribution of Writing**

- 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.)
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- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learningG

In kindergarten through second grade, students identified and described natural/physical and human-made features of places. In their study of regions, they compared and contrasted human-made features of different regions. They have also identified physical boundaries of places, and they have identified and described how people in different places view their environments.

Grade 3 students used maps and graphs to locate places and show changes in the physical environment of the local community/region. Students used town, state, and world maps to locate places.

RI

In Grade 3, students compared/contrasted the most important points between two texts on the same topic.

All students in prior grades have read and comprehended informational texts within appropriate grade level text.

W

In Grade 3, students wrote informative/explanatory texts in which they introduced a topic; used facts, definitions, and details to develop points; and provided a concluding statement. They also began to use transition words and phrases to connect ideas.

Students have been provided guidance and support with planning, organizing, revising/editing, and using technology to publish their writing. Routines for writing over extended and short periods of time have been established.

Current learningG

Grade 4 students continue to expand their understanding of physical and human characteristics of places by explaining how geographical, physical, natural, and human-made features make a place unique, as well as how these features how people live and work.

Students describe how physical geography defines boundaries of regions. They distinguish between regions and places by defining a region and explaining the differences between the region and places. By contrasting how people in different places describe their environments, they understand different perspectives.

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Students focus on regions of the world and regions of the United States. It is expected that they be able to identify the states within each region. During this unit, the teacher should consider reading aloud a story from the resource list about westward expansion in the United States to provide background for students as they study each region of the U.S.

RI

By the end of Grade 4, students read and comprehend informational texts in the 4–5 text complexity band. Using two texts on the same topic, students integrate information to write and speak about a topic.

W

Students in Grade 4 write informative/explanatory texts using a topic sentence, text features, transition words and phrases that link ideas, and a concluding sentence. They also develop the topic with facts, definitions, concrete details/evidence from text, quotations, and precise language, including domain-specific vocabulary.

During short research projects, students take notes, gather relevant information, and provide a list of sources. A possible classroom activity is to have students explore a region of the world using the jigsaw method, then have them share out their findings. Students could create a brochure, Glog, or PowerPoint project to celebrate their learning.

Students write clear/coherent pieces with appropriate development and organization. They are provided some guidance and support with revising/editing and using technology to publish their writing. Routines for writing over extended and short periods of time are established

Future learning

G

Later in Grade 4, students will apply their knowledge of geographical features to draw inferences about how these features influence human settlement. In Grades 5 and 6, students will explain how geographical features influence population settlement. They will also compare and contrast patterns of population settlement based on climate and physical features.

To distinguish between regions and places, students will compare and contrast characteristics and explain the difference between these regions and places. Students will also identify how physical features and cultural characteristics shape individual perspectives. Last, they will explain how regions change over time.

RI

By the end of Grade 5, students will independently read and comprehend informational texts at the high end of the 4–5 text complexity band. By using several texts on the same topic, students will integrate information to write and speak about a topic.

W

Students in Grade 5 will expand their knowledge of writing informative/explanatory texts by logically grouping related information and linking ideas within and across categories (contrasting).

During short research projects, students summarize and paraphrase information in addition to the Grade 4 expectations.

Students will write clear/coherent pieces with appropriate development and organization that are at least two pages long. They will be provided some guidance and support with revising/editing

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and using technology to publish their writing. Routines for writing over extended and short periods of time will be established.

Resources

Suggested primary and secondary documents

Read-alouds on westward expansion:

- *Dear Levi*, by Elvira Woodruff
- *Bound for Oregon*, by Jean Van Leeuwen

Books for jigsaw work on regions of the world and United States

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- National Geographic Reading Expeditions: The Northeast
- National Geographic Reading Expeditions: The Southeast
- National Geographic Reading Expeditions: The Southwest
- National Geographic Reading Expeditions: Plains
- National Geographic Reading Expeditions: Deserts
- National Geographic Reading Expeditions: Mountains
- *Rain Forest Animal Adaptations* (Amazing Animal Adaptations), paperback, by Lisa J. Amstutz
- *Rain Forests* (Magic Tree House Research Guide), paperback, by Mary Pope Osborne (Author), Will Osborne (Illustrator), Sal Murdocca (Illustrator)
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- *Explore the Desert* (Explore the Biomes), by Kay Jackson
- *Explore the Grasslands* (Explore the Biomes), by Kay Jackson
- *Explore the Tropical Rain Forest* (Explore the Biomes), by Linda Tagliaferro
- *Explore the Tundra* (Explore the Biomes), by Linda Tagliaferro
- *Savannas and Grasslands* (Endangered Biomes), paperback, by Donna Latham (Author)

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- *Life in the Rain Forests*, by Lucy Baker
- *Life in the Polar Lands*, by Lucy Baker
- *Life in the Desert*, by Lucy Baker
- *Life in the Ocean*, by Lusy Baker

Suggested online resources

www.timeforkids.com/around-the-world—links to different countries and “A Day in the Life” stories

www.nationalgeographic.com/kids-world-atlas/maps.html—links to atlas, maps, and facts

www.nationalgeographic.com/kids/places—links to countries with facts, pictures, and videos from each

www.discoveryeducation.com—access to videos:

- American Geography Close-Ups: Middle Atlantic States, Volume 1
- Geography of the USA (19:00)
- U.S. Geography: From Sea to Shining Sea; The Country Evolves
- Regions of the United States (19:00)

Key information from the grade-span expectations and common core state standards documents

Websites with common core information, strategies, or lessons

Vocabulary

geographical features	natural features	physical features
unique	region	populated
place	physical geography	boundaries
human characteristics	human-made features	rain forest
desert	mountains	arctic
antarctic	grasslands	prairie
savannah	pampas	border
compare	contrast	environment
climate	landforms	

Grade 4 Social Studies, Trimester 3, Unit 1

Rhode Island History

Overview

Number of instructional days: 15 (1 day = 45 minutes)

Rationale for placement

This unit commences students' exploration of Rhode Island history. Third grade content covers colonization of Rhode Island and important historical figures. This unit should begin with a quick review of Rhode Island history up until the industrialization of the state and focus on the industrialization period. Students will continue to discuss and analyze current events throughout the year as they arise.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- INTERPRET **history** as a series of connected **events** with multiple **cause-effect relationships**
- DESCRIBE and ORGANIZE a sequence of significant events in **Rhode Island history**
- INTERPRET and ANALYZE **data in timelines**
- EXPLAIN and INFER how a **sequence of events** affected **people** of Rhode Island
- INVESTIGATE and EXPLAIN the **origin, name, or significance** of **Rhode Island geographic and human-made features**
- DESCRIBE, DEFINE, and ILLUSTRATE by example **Rhode Island historical individuals, groups and events** and how they **relate to the context**
- MAKE **personal connections** in an **historical context**
- USE a variety of sources to RECONSTRUCT the **past**, UNDERSTAND the **present**, and MAKE **predictions for the future**
- DEMONSTRATE an understanding that **geographic factors** and shared past events **affect human interactions** and changes
- IDENTIFY how **geographic factors** impact **interactions**
- IDENTIFY how **events** impact **interactions**
- DEMONSTRATE an understanding that **innovations, inventions, change, and expansion** cause increased **interaction among people**
- EXPLAIN how **innovations or inventions** have impacted interactions between **people, regions, and nations**.

Common Core State Standards for English Language Arts

- COMPARE and CONTRAST a **firsthand and secondhand account** of the same event or topic; DESCRIBE the **differences in focus and the information** provided.
- EXPLAIN how an **author uses reasons and evidence** to support particular points in a text.
- READ and COMPREHEND **informational texts**
- WRITE **informative/explanatory texts** to EXAMINE a **topic** and CONVEY ideas and information clearly.
- INTRODUCE a topic clearly and GROUP related information in paragraphs and sections; INCLUDE **formatting, illustrations, and multimedia** when useful to aiding comprehension.
- DEVELOP the topic with **facts, definitions, concrete details, quotations, or other information** and examples related to the topic.
- LINK ideas within **categories of information** using words and phrases
- USE **precise language and domain-specific vocabulary** to inform about or explain the topic.
- PROVIDE a **concluding statement** or section related to the information or explanation presented.
- PRODUCE clear and coherent **writing in which the development and organization** are appropriate to task, purpose, and audience
- DEVELOP and STRENGTHEN **writing** as needed by **planning, revising, and editing**.
- 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.
- DRAW **evidence** from literary or informational texts to SUPPORT **analysis, reflection, and research**.
- APPLY **grade 4 Reading standards** to informational texts
- WRITE routinely over **extended time frames** and **shorter time frames** for a range of discipline-specific tasks, purposes, and audiences.

Essential questions

- What is the difference between a cause and an effect?
- How will understanding causes and effects help us understand the past?
- Why is my town named ___? How does understanding its name help me understand its past?
- How am I similar or different from the people of Rhode Island's past?
- Why do we chronicle events?
- How do events relate to context/conditions of the time?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (3-4) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines)
 - b. explaining and inferring how a sequence of events affected people of Rhode Island (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (3-4) –1 Students connect the past with the present by...
- a. investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features.
- (3-4) – 2 Students chronicle events and conditions by...
- a. describing, defining, and illustrating by example Rhode Island historical individuals, groups and events (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)

HP 3: The study of history helps us understand the present and shape the future.

- (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).
 - b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).
- (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. explaining how innovations or inventions have impacted interactions between people, ~~communities~~, regions, and nations.

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

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.

Integration of Knowledge and Ideas

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

ELA Standards that Recur

Production and Distribution of Writing

- 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.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

HP

Students in Grade 3 learned to describe and organize timelines related to the content and explain how these events affected the people of Rhode Island.

They also learned about historical individuals, groups, and events, such as Roger Williams and the Native Americans in the Rhode Island area.

Geographic factors were also explored as students discussed the content.

RI

In third grade, students distinguished their own point of view from that of the author of a text.

They described the connection between particular sentences and paragraphs in a text at the appropriate text-complexity level.

W

Students in Grade 3 developed and organized writing in paragraphs related to task and purpose. They wrote informative and explanatory texts conveying information clearly at a third-grade level.

They also produced and published writing using technology and keyboarding skills.

Current learningHP

Students in Grade 4 investigate and explain the origin of their town's name and significant RI geographic and human-made features.

They interpret and explain change over time by comparing and contrasting objects, artifacts, technologies, ideas, or beliefs.

Fourth graders recognize how events of the past frame the present as they interpret historical events.

They explain how innovations or inventions have impacted interactions between people, regions, and nations. In addition, students identify how expansion has influenced interactions among people.

RI

In fourth grade, students compare and contrast first- and second-hand accounts of the same event or topic and describe the differences in focus and the information provided.

They explain how an author uses reasons and evidence to support points in a text.

W

Grade 4 students write explanatory/informative texts to examine a topic, grouping related information in paragraphs and sections and including formatting and multimedia to aid comprehension. They develop the topic using concrete details, quotes, or examples and use precise language and domain-specific vocabulary.

Future learningHP

In Grade 5, students will investigate and summarize questions and visual data to make connections between two events and answer related questions.

They will also place key events and people of a particular era in chronological sequence.

Fifth graders will identify sequential events, people, and societies that have shaped Rhode Island today by comparing and contrasting the development of Rhode Island's ethnic history to the nation's ethnic history. They will also describe how events in the nation/world affect Rhode Island and vice versa.

Grade 5 students will identify and explain how geographic factors shape humans and their communities, providing specific examples.

RI

Fifth grade students will analyze multiple accounts of the same event, noting important similarities and differences in the point of view they represent.

They will also identify reasons and evidence that support points in a text.

W

When writing explanatory/informative texts, students in fifth grade will provide a general observation and focus, group information logically, and link ideas across categories of information using clauses.

Resources

Suggested primary and secondary documents

Enchanted Learning: <http://www.enchantedlearning.com/usa/states/rhodeisland/>—Provides an overview of geographic and man-made features of RI

Samuel Slater and the Origins of the American Textile Industry

Samuel Slater's Mill and the Industrial Revolution

Suggested online resources

Social Studies for Kids: Samuel Slater: <http://www.socialstudiesforkids.com/www/us/samuelslaterdef.htm>

Slater Mill Historic Site: <http://www.slatermill.org/>:

Information on Samuel Slater: http://www.americaslibrary.gov/es/ri/es_ri_slater_1.html

The Captain Wilbur Kelly House in Lincoln (transportation and the Industrialization of RI): <http://www.visitrhodeisland.com/what-to-see/history-museums/1855/the-captain-wilbur-kelly-house/>

Information about the Blackstone Valley. Brochures under Tours can be used for teacher background and ideas for field trips/educational information:

<http://www.blackstonevalleycorridor.org/explore/visitorcenters/>

Blackstone Valley 101 Program provides a great overview of the history of the river:

<http://www.nps.gov/blac/supportyourpark/blackstone-valley-101-program.htm> :

Key information from the grade-span expectations and common core state standards documents

Websites with common core information, strategies, or lessons

Suggested activities

Discuss the question: Was Samuel Slater an American hero or a British traitor?

Compare and contrast a first-hand mill child's account with a second-hand account.

Vocabulary

connected

analyze

diverse

geographic

location

factory

cause and effect

infer

immigrant

factor

industrialization

mill village

significant

interpret

phenomena

suburban

Industrial Revolution

labor

timeline

settlement

interactions

urban

mill

Grade 4 Social Studies, Trimester 3, Unit 2

Shaping Rhode Island

Overview

Number of instructional days: 15 (1 day = 45 minutes)

Rationale for placement

Students were introduced to Rhode Island history in Grade 3 and discussed the industrialization of Rhode Island in the previous Grade 4 unit. This unit builds on this knowledge to address the immigration and movement of people in and out of Rhode Island based on resources and industry. Students will continue to discuss and analyze current events throughout the year as they arise.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- INTERPRET and EXPLAIN **similarities and differences in objects, artifacts, technologies, ideas, or beliefs from the past and present**
- RECOGNIZE and INTERPRET how **events, people, problems, and ideas shape Rhode Island**
- DEMONSTRATE an understanding that **innovations, inventions, change, and expansion cause increased interaction among people**
- IDENTIFY how **expansion has influenced interactions** between people.
- IDENTIFY the **types of resources available and the corresponding goods and services produced in historical context**

Common Core State Standards for English Language Arts

- COMPARE and CONTRAST a **firsthand and secondhand account** of the **same event or topic**; DESCRIBE the **differences in focus** and the **information** provided.
- INTEGRATE **information from two texts** on the **same topic** in order to **write or speak about the subject knowledgeably**.
- WRITE **informative/explanatory texts** to **examine a topic and convey ideas and information clearly**.
- INTRODUCE a **topic clearly** and **group related information in paragraphs and sections**; INCLUDE formatting, illustrations, and multimedia when useful to aiding comprehension.
- DEVELOP the **topic with facts, definitions, concrete details, quotations, or other information and examples** related to the topic.
- LINK **ideas within categories of information** using **words and phrases** (e.g., *another, for example, also, because*).

- USE **precise language and domain-specific vocabulary** to **inform** about or **explain** the topic.
- PROVIDE a **concluding statement or section** related to the information or explanation presented.
- PRODUCE **clear and coherent writing** in which the **development and organization are appropriate to task, purpose, and audience**.
- DEVELOP and STRENGTHEN writing as needed by **planning, revising, and editing**.
- 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.
- DRAW **evidence from literary or informational texts to support analysis, reflection, and research**.
- APPLY *grade 4 Reading standards* to informational texts
- WRITE **routinely over extended time frames** and **shorter time frames** for a **range of discipline-specific tasks, purposes, and audiences**.

Essential questions

- How has day-to-day life changed in the past XX years? Where can you find evidence of some of these changes?
- How does our understanding of the past influence our actions in the present and future?
- How does expansion lead to cooperation or conflict among people?
- How has the availability of different resources throughout Rhode Island’s history affected the goods and services produced?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

(3-4) -3 Students show understanding of change over time by...

- a. interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.)

HP 3: The study of history helps us understand the present and shape the future.

(3-4) -1 Students demonstrate an understanding of how the past frames the present by...

- a. recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- b. identifying how expansion has influenced interactions between people.

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (3-4) –1 Students demonstrate an understanding of basic economic concepts-by...
- b. identifying the types of resources available and the corresponding goods and services produced in ~~real-world~~ and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800’s industrial products were primary).

Common Core State Standards for English Language Arts***Reading Standards*****Craft and Structure**

- 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.

Integration of Knowledge and Ideas

- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards**Text Types and Purposes**

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

ELA Standards that Recur**Production and Distribution of Writing**

- 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.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
- 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.

Research to Build and Present Knowledge

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

Range of Writing

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*HP*

In Grade 3, students explored, described, and began to interpret the similarities and differences between objects, artifacts, and technologies from the past and present.

Students recognized and interpreted how events, people, problems, and ideas shape life in their community.

Students began identifying how expansion influenced interactions among people.

E

In Grade 3, students identified the types of resources available and the corresponding goods and services produced in real-world and historical contexts.

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

RI

In third grade, students distinguished their own point of view from that of the author of a text. They compared and contrasted the most important points and key details presented in two texts on the same topic.

W

Students in Grade 3 developed and organized writing in paragraphs related to task and purpose. They wrote informative and explanatory texts conveying information clearly at a third-grade level.

They also produced and published writing using technology and keyboarding skills.

Current learningHP

In Grade 4, students interpret and explain similarities and differences in objects, artifacts, technologies, ideas, and beliefs.

Students recognize and interpret how events, people, problems, and ideas shape life in Rhode Island.

They also identify how expansion has influenced interactions among people.

E

In Grade 4, students identify the types of resources available and the corresponding goods and services produced in real-world and historical contexts, with a focus on industrial products.

RI

In fourth grade, students compare and contrast first- and second-hand accounts of the same event or topic and describe the differences in focus and in the information provided.

Students integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W

Grade 4 students write explanatory/informative texts to examine a topic, grouping related information in paragraphs and sections and including formatting and multimedia to aid comprehension. They develop the topic using concrete details, quotes, or examples and use precise language and domain-specific vocabulary.

Future learningHP

In Grade 5, students will establish chronological order by working backwards from some issue, problem, or event to explain origin and development over time.

Students will identify historical conditions and events that relate to contemporary issues.

Students will provide historical examples of factors, causes, and reasons that lead to interactions and important technology developed by particular civilizations, countries, or nations.

E

Students will identify the roles of producers and consumers in real-world and historical contexts.

RI

Fifth-grade students will analyze multiple accounts of the same event, noting important similarities and differences in the point of view they represent.

Students will integrate information from several texts on the same topic in order to speak or write about the subject knowledgeably.

W

When writing explanatory/informative texts, students in fifth grade will provide a general observation and focus, group information logically, and link ideas across categories of information using clauses.

Resources

Suggested primary and secondary documents

Suggested online resources

www.nps.gov/blac/historyculture—Information about Blackstone River Valley and teacher links to lesson plans about immigration, power of water, mill villages, etc.

<http://www.historyplace.com/unitedstates/childlabor/index.html>—Primary source photos of child labor

<http://geography.howstuffworks.com/united-states/geography-of-rhode-island.htm>—encyclopedia entry on Rhode Island broken down by geography, economy, etc.

www.boundless.com/u-s-history/the-market-revolution-1815-1840/the-industrial-revolution/the-industrial-revolution/—facts/key points on the Industrial Revolution

http://www.kidinfo.com/american_history/industrial_revolution.html—links to websites for Industrial Revolution and child labor

<http://sos.ri.gov/library/history/natives/>—information on early Rhode Island

<http://www.woonsocket.org/childlabor.html> —Woonsocket history of child labor

<http://www.lessonpaths.com/learn/i/industrial-revolution/children-in-the-industrial-revolution> — excerpts from primary sources about child labor

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/pdf/teacher_guide.pdf —Industrial Revolution in the United States: A Teacher's Guide

Video

- PBS: "Mill Times" by David McCaulay—Excellent video that bridges the preindustrialization of America and the following events that led to machine use.

Key information from the grade-span expectations and common core state standards documents

Discovery Education Resources

- Living History: Living During the Industrial Revolution
 - The Industrial Revolution Comes to America (1:45 minutes)
 - New England’s Industrial Revolution (0:57 minutes)
 - Factory Work Segment (1:56 minutes)
- Few events in history have had as great an effect on people’s lives as the Industrial Revolution that began in the late 18th century. This program explains the role of new technology on industrialization and examines the changes in society and family life that occurred as a result of it. This program covers life and textile manufacturing before the Industrial Revolution, the revolution in the textile industry, factories and growth of industrial cities, the cotton gin, interchangeable parts, factory work, steam power, and a discussion about how New England states became the center of America’s Industrial Revolution.

Websites with common core information, strategies, or lessons

Vocabulary

artifact	chronicle
historical interpretation	primary source
human/natural phenomena	scarcity
producer	technology
conflict	civilization
chronology	secondary source
historical thinking skills	abundance
innovations	expansion
consumer	
goods & services	

