Course Title: 4th Grade Social Studies

Subject: Social Studies

Grade Level: 4

Duration: 36 weeks

Prerequisite: none

Elective or Required: none

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
The fourth grade social studies program encompasses the study of people, places, and events in the United States and New Jersey. The students will study the major strands of geography, history, government, economics, and citizenship in both New Jersey and the regions of the United States. The general goal of the fourth grade program is to link the students more closely to history utilizing content, concepts, reading skills and geography through community and real life experiences. The program will develop the students' understanding of their environment, culture, nation, and state and will foster patriotism and respect for diverse communities.

Authors: Alice Roberts & Allison Meeker

Date Submitted: Summer 2018
4th Grade Social Studies

Unit 1: New Jersey Today

Approximate # Of Weeks: 6

Essential Question(s): What should be the goals and responsibilities of government?

Upon completion of this unit students will be able to:

• Know that citizens have certain rights but also certain responsibilities.
• Know that local, state, and national governments work together in a federal system to improve citizens’ lives.
• Know that the state of New Jersey enjoys great diversity and unique culture.
• Know the unique history of the formation and reasons for separating for Bloomfield.

Reading Standards for Informational Text for Grade 4:

• 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. RI.4.5
• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears RI.4.7

Writing Standards for Informational Text for Grade 4:

• Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.4.2
  • Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2.B
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences W.4.3
• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience W.4.4.

Interdisciplinary Standards (njcccs.org)
• Explain how laws protect rights, resolve conflicts, and promote common good
  6.1.4.A.2
• Explain how rights guaranteed by the U.S. Constitution and the Bill of Rights contribute to American democracy 6.1.4.A.2
• Determine how the "common good" has influenced change at local and national levels 6.1.4.A.3
• Explain how the Constitution defines and limits government power and organization 6.1.4.A.4
• Distinguish the roles and responsibilities of the branches of the national government 6.1.4.A.5
• Explain how the U.S. is a representative democracy 6.1.4.A.7
• Compare and contrast how government functions at different levels 6.1.4.A.8
• Compare and contrast responses, past and present, to violations of rights 6.1.4.A.9
• Explain why citizens should exercise civic responsibilities 6.1.4.A.11
• Explain the process of creating change at the local, state, or national level 6.1.4.A.12
• Describe how the world is divided into many nations that have their own governments, languages, customs, and laws 6.1.4.A.14
• Explain why it is important that people from diverse cultures collaborate to find solutions to challenges 6.1.4.A.15
• Explore how leaders, businesses, and global organizations promote human aid and provide aid to those in need 6.1.4.A.16
• Use political maps to explain how location and spatial relationships contributed to cultural diffusion and economic interdependence 6.1.4.B.2
• Compare economics and environment of U.S. regions 6.1.4.B.6
• Apply opportunity cost to evaluate individuals' decisions 6.1.4.C.1
• Explain why incentives vary between producers and consumers 6.1.4.C.3
• Describe how supply and demand affect price and product output 6.1.4.C.4
• Explain how the availability of goods and services is influenced by the global market and government 6.1.4.C.7
• Compare and contrast how resources affect people differently 6.1.4.C.9
• Recognize the importance of setting long-term financial goals 6.1.4.C.11
• Compare NJ regions in terms of economic opportunities 6.1.4.C.14
• Explain how innovation resulted in scientific achievement 6.1.4.C.16
• Determine technology's role in change 6.1.4.C.17
• Explain how key events led to the creation of the United States and the state of New Jersey 6.1.4.D.4
• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in New Jersey 6.1.4.D.10
• Determine how local and state commas unities have changed over time, and the reason for this change 6.1.4.D.11
• Explain how the actions of historical characters from NJ and other regions of the U.S. contributed to national heritage 6.1.4.D.12
• Describe how culture is expressed and influenced by behavior 6.1.4.D.13
• Trace how American identity has evolved over time 6.1.4D.14
• Explain how historical symbols affect the American identity 6.1.4.D.17
• Explain how beliefs, values, and traditions may reflect more than one culture 6.1.4.D.18
• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives 6.1.4.D.19
• Describe why it is important to understand the perspectives of other cultures 6.1.4.D.20
• Learn about or discuss local issues 6.3.4.A.2
• Inform others about an issue 6.3.4.A.3
• Communicate with other students 6.3.4.A.4
• Develop a group initiative 6.3.4.C.1
• Identify actions that are unfair and propose solutions 6.3.4.D.1
• Identify key features to the state of New Jersey (ie: Seal of New Jersey, state flag, quarter, etc)
• Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles 9.1 - 21st Century Life and career skills.
• Students use computers to research various topics from reading 8.1 – Computer and information Literacy
• Determine the main idea of a text and explain how it is supported by key details;
Activities – 21st Century Technologies:

• **Civic literacy and citizenship** - Discuss the three branches of government and the different roles of people who work in each different branch.

• **Global and cultural awareness** - Examine where students’ clothing and supplies were made then list the imported items and place them on a world map.

• **Creativity and imagination** - Create a new seal, quarter, or flag for New Jersey using symbols relevant to history and people of the state.

• **Critical thinking** - Explore how the New Jersey Constitution is similar to the Declaration of Independence. Compare and contrast the differences between state and national government.

Activities:

• Analyze how New Jersey’s economy works, utilizing terms such as supply, demand, scarcity, consumer

• Identify New Jersey products and how we have shifted from a farming economy to a more diverse economy encompassing technologies and sciences

• List items that arrive in Port Newark

• Create a script that shows key points in the creation of Glen Ridge as an independent town from Bloomfield.

• Identify the USA as a democratic republic, and be able to describe what that means

• Define federal system, municipality, three branches of government

• Create three branches of government project that displays what the three branches are and what they are responsible for

• Create a New Jersey population density chart that covers the last 200 years

Enrichment Activities:

• Research the Hadrosaurus, the first full dinosaur skeleton found in the world in Haddonfield, New Jersey. Locate where it was found on a map. Create a presentation to persuade museum curators to have it on display in New Jersey and not Philadelphia.

• Create a timeline of important documents in American history from 1600-1800. Utilize
primary sources.
• Create New Jersey pamphlet, stamp, page for Internet site, Google Slide show that highlights New Jersey’s many features / attractions / famous people.
• Research the capital, Trenton, and the history behind it becoming the state capital.

Methods of Assessments/Evaluation:
• Kahoot / Socrative / Clickers / Google Forms
• Scales and Rubrics
• Thumbs Up/Thumbs Down
• Exit Slips
• Pair/Share
• Revisit Essential Questions
• Notebook Checks
• Chapter/Unit Tests
• Oral Response
• Smartboard Response
• Projects
• Pamphlets
• Self-Assessment
• Classwork (Independent and Group)
• KWL Charts
• Observation
• Journal Reflections
• Whiteboard/Dry Erase Response

Resources/Including Online Resources
• Online Textbook Information: http://www.pearonschool.com/
• Teacher Webpage
• Online Videos and Quizzes from www.BrainPop.com
• Online Videos from United Streaming. http://streaming.discoveryeducation.com/
• Various Trade Books/Read Alouds
  • *Encounter* by Jane Yolen
Unit 2: The Geography and Early People of New Jersey: Lenni Lenape, European Explorers, and European Settlers

Approximate # Of Weeks: 8

Essential Question(s): How does geography affect people’s lives? What causes people to migrate to new lands (by choice or force)?

Upon completion of this unit students will be able to know:
• How the geography of New Jersey affects how people live, work, and play.
• How people live, work, and use natural resources in the four regions of New Jersey.
• How human actions affect the environment in New Jersey and the United States.
• Why the Lenape came to New Jersey and how they contributed to the state’s history and culture.
• Why different groups settled in New Jersey.
• Why conflict occurred as different groups moved to New Jersey.

Common Core Reading Standards for Informational Text for Grade 4:
• Determine the main idea of a text and explain how it is supported by key details; summarize the text R1.4.3.

• 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. RI.4.5

• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears RI.4.7

Common Core Writing Standards for Information Text for Grade 4:
• Provide a concluding statement or section related to the opinion presented W.4.1.D

• Provide reasons supported by facts and details as related to environmental concerns. W.4.1.B

• Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.4.2

Interdisciplinary Standards (njcccs.org)
• Describe how geography affects where people live and work 6.1.4.B.4
• Describe how human interaction impacts the environment 6.1.4.B.5
• Explain why some locations are more suited for settlement than others 6.1.4.B.7
• Compare ways people use and divide natural resources 6.1.4.B.8
• Identify major cities and New Jersey’s location (neighboring states, bodies of water, etc.) and explain how maps can be used to understand tangible and intangible differences 6.1.4.B.10
• Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles 9.1 - 21st Century Life and career skills.
• Students use computers to research various topics from reading 8.1 – Computer and information Literacy

Activities – include 21st Century Technologies:
• Social responsibility and ethics - Evaluate the different reasons peoples settled in New Jersey and how they interacted with other settlers.
• Global and cultural awareness - Discuss / analyze different needs and points of view of the Lenape and the European explorers and settlers.
• Leadership - Compare and contrast the European style of leadership with the style of the people indigenous to the land.
• Critical thinking - Investigate reasons the Europeans and Lenape had differing views about the land and natural resources. Discuss the reasons why one living in colonial New Jersey would oppose the practice of slavery.

Activities:
• Create a physical or political map of NJ that includes geographical features such as rivers, Atlantic Ocean, bordering states
• Analyze a political map of New Jersey
• Identify 4 regions by coloring and labeling map of NJ
• Create a map of NJ that includes neighboring states and bodies of water
• Calculate distance on given maps of New Jersey
• Read a story about Batsto Village in the Pine Barrens and write about how geography affected the lives of the people there (iron ore production, etc.)
• Create chart of different Lenape groups, where they lived, meaning of their names
• Create timeline of Lenape / original Indian tribes, early European explorers and European settlers
• Create population chart / graph highlighting growth throughout the years
• Technology Literacy - BrainPop Video and Online Quiz

**Enrichment Activities:**

• Create a pamphlet for Batsto Village or other chosen historical site that has geographical features or natural resources worth noting
• Create 3-D relief map of NJ or specific region within NJ
• Create model wigwam or longhouse
• Write or analyze already existing NJ Devil legend

**Methods of Assessments/Evaluation:**

• Kahoot / Socrative / Clickers / Google Forms
• Scales and Rubrics
• Exit Slips
• Scales and Rubrics
• Pair/Share
• Revisit Essential Questions
• Notebook Checks
• Chapter/Unit Tests
• Oral Response
• Smartboard Response
• Projects
• Pamphlets
• Self-Assessment
• Classwork (Independent and Group)
• KWL Charts
• Observation
• Journal Reflections
• Whiteboard/Dry Erase Response

Resources/Including Online Resources
• Online Textbook Information: http://www.pearsonschool.com/
• Teacher Webpage
• Online Videos and Quizzes from www.BrainPop.com
• Online Videos from United Streaming. http://streaming.discoveryeducation.com/
• Various Trade Books/Read Alouds
• Kahoot Interactive Quiz Game
Unit 3: An Independent Country and Civil War

Approximate # Of Weeks: 8

Essential Question(s): What concepts, beliefs, or ideals are worth fighting for?

Upon completion of this unit students will be able to:

• Know why some colonists supported the colonies in the American Revolution, and others supported Great Britain.
• Know the reasons given in the Declaration of Independence for fighting Great Britain in the American Revolution.
• Know the role that New Jersey and its’ people played in the American Revolution.
• Know about the rights guaranteed in the Constitution and Bill of Rights.
• Know New Jersey’s role in creating the Constitution and the Bill of Rights.
• Know how science and technology affected New Jersey’s growth and development in the early 1800s and which items inventions are credited to New Jerseyans.
• Know why some Americans fought to end slavery during the Civil War and others fought to keep it and the motivations for both.
• Know why people from New Jersey fought in the Civil War and how the Union was saved with the winning of the war.
• Know how and why African Americans began to fight for equal rights after the Civil War and their roles in the North vs. the South.

Common Core Reading Standards for Informational Text Grade 4:
• Determine the main idea of a text and explain how it is supported by key details; summarize the text R1.4.3.
• 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. RI.4.5
• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears RI.4.7

Common Core Writing Standards for Informational Text Grade 4:
• Write informative/explanatory texts to examine a topic and convey ideas and
information clearly W.4.2

- Write narratives to develop real or imagined experiences or events using effective
technique, descriptive details, and clear event sequences W.4.3
  - Orient the reader by establishing a situation and introducing a narrator and/or
characters W.4.3.A
- Produce clear and coherent writing in which the development and organization are
appropriate to task, purpose, and audience W.4.4.

**Interdisciplinary Standards (njcccs.org)**

- Explain how rights guaranteed by the U.S. Constitution and the Bill of Rights contribute
to American democracy 6.1.4.A.2
- Use maps to explain how actions and spatial relationships contributed to cultural
diffusion 6.1.4.B.2
- Compare ways people choose to use and divide natural resources 6.1.4.B.8
- Evaluate the impact of ideas, inventions, and other contributions of prominent New
Jerseyans 6.1.4.C.12
- Describe how transportation systems impacted the economics of NJ and the U.S.
6.1.4.C.15
- Explain how innovation resulted in scientific achievement and inventions 6.1.4.C.16
- Determine the role of science and technology in the transition from an agricultural
society to an industrial society 6.1.4.C.17
- Explain how communications systems led to increased collaboration and the spread of
ideas 6.1.4.C.18
- Evaluate the impact of voluntary and involuntary immigration on America's growth as a
nation, historically and today. 6.1.4.D.3
- Explain how key events led to the creation of the United States and the state of New
Jersey 6.1.4.D.4
- Relate key historical documents (i.e. the Declaration of Independence) to present day
government and citizenship 6.1.4.D.5
- Describe the leadership qualities and contributions of George Washington, Thomas
Jefferson, and Benjamin Franklin to the US. government 6.1.4.D.6
- Determine the significance of New Jersey's role in the American Revolution 6.1.4.D.8
• Explain the impact of slavery on NJ and individuals 6.1.4.D.9
• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in New Jersey 6.1.4.D.10
• Determine how communities have changed over time and explain why 6.1.4.D.11
• Explain how folklore and the actions of historical and fictional characters from New Jersey and other regions of the United States contributed to the national heritage 6.1.4.D.12
• Describe how culture is expressed and influenced by behavior 6.1.4.D.13
• Explain how cultures have dealt with conflict between traditions and new beliefs 6.1.4.D.15
• Explain the role of symbols and holidays and how they affect American identity 6.1.4.D.17

• Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles 9.1 - 21st Century Life and career skills.
• Students use computers to research various topics from reading 8.1 – Computer and information Literacy

Activities – 21st Century Technologies:

• Civic literacy and citizenship - Analyze the Declaration of Independence, what it meant for colonists, and relate to present day.

• Social responsibility and ethics - Examine the motivations behind why Benjamin Franklin was a patriot and his son, William Franklin, was a loyalist.

• Global and cultural awareness - Compare and contrast the daily life and economies of peoples in the North and the South during the Civil War era.

• Creativity and imagination - Imagine student is a member of the Continental Army in New Jersey and decide whether or not they will reenlist in 1777 after the Battles of Trenton & Princeton.

• Critical thinking - Identify characteristics of primary and secondary sources (relating to the Declaration of Independence) and how to use them. Evaluate whether or not the rights the colonists fought for in the revolution were worth fighting for.

Activites:

• Write about a time when you were unhappy with something and describe what you did to change it.
• Analyze Boston Tea Party painting, Washington crossing the Delaware, etc. and the characters in it / what it tells the viewer

• Compare and contrast Boston Tea Party to New Jersey Tea Party

• Categorize Patriots and Loyalists– nicknames, people on each side, etc.

• View. Analyze, and respond to videos on Declaration of Independence, American Revolution, Constitution

• Compare and contrast various battles of the Revolution and tactics used that were successful or unsuccessful for victory

• Create class Bill of Rights

• Break into groups to interpret Amendments and rephrase into 4th Grade language

• Compare and contrast Articles of Confederation to the Constitution

• Examine woman who participated in the Revolutionary (ie: Molly Pitcher) and Civil Wars (ie: Sarah Edmonds) and their motivations.

• List main reasons for Civil War

• Analyze Harriet Tubman’s contributions to Underground Railroad

• Analyze various abolitionists’ roles in the abolishing of slavery and the Underground Railroad

• Analyze map of Underground Railroad routes

• Make chart to compare and contrast North and South / Union and Confederacy

• Dissect and analyze portions of the Gettysburg Address

• List ways country was rebuilt after Civil War / Lincoln’s assassination

• Make chart comparing and contrasting the Revolution and the Civil War

**Enrichment Activities:**

• Participate in reader’s theater / song about Tea Party or other chosen topic related to colonists’ unrest

• Analyze quotes by various people in history such as Ben Franklin, William Livingston, Thomas Jefferson

• Create sign for Stamp Act

• Rewrite Gettysburg Address in your own words

• Create a rap about the different positions in either the Revolution or the Civil War
• Create a abolitionist newspaper with articles speaking out against slavery.

**Methods of Assessments/Evaluation:**

• Kahoot / Socrative / Clickers / Google Forms
• Scales and Rubrics
• Thumbs Up/Thumbs Down
• Exit Slips
• Pair/Share
• Revisit Essential Questions
• Chapter/Unit Tests
• Oral Response
• Smartboard Response
• Projects
• Pamphlets
• Self-Assessment
• Classwork (Independent and Group)
• KWL Charts
• Observation
• Journal Reflections
• Whiteboard/Dry Erase Response

**Resources/Including Online Resources**

• Online Textbook Information: http://www.pearsonschool.com/
• Teacher Webpage
• Online Videos and Quizzes from www.BrainPop.com
• Online Videos from United Streaming. http://streaming.discoveryeducation.com/
• Various Trade Books/Read Alouds
  
  • *The Silent Witness* by Robin Friedman
  
  • *Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero* by Marissa Moss
• They Called Her Molly Pitcher by Anne Rockwell and Cynthia von Buhler
• Freedom Crossing by Margaret Goff Clark
Unit 4: A Time of Change

Approximate # Of Weeks: 8

Essential Question(s): How does economic growth provide opportunity? How do people respond to challenges and opportunities?

Upon completion of this unit students will be able to know that:

- New inventions created economic opportunities for people in NJ
- There were varied reasons that immigrants came from other countries to the US
- Reformers helped improve people’s lives in the late 1800s and early 1900s
- Many nations took part in WW I and that NJ played a role in the war.
- The New Deal helped end the Great Depression and increased the role of government, and NJ’s role in WW II
- The Cold War, economic growth, and the civil rights movement affected NJ and the USA.

Interdisciplinary Standards (njcccs.org)

- Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans 6.1.4.C.12
- Determine the qualities of entrepreneurs 6.1.4.C.13
- Explain how innovation resulted in scientific achievement and inventions 6.1.4.C.16
- Explain how communications systems led to increased calibration and the spread of ideas 6.1.4.C.18
- Summarize reasons why groups immigrated to NJ and America; describe the challenges they encountered 6.1.4.D.2
- Evaluate the impact of immigration on America’s growth 6.1.4.D.3
- Describe the process by which immigrants became US citizens 6.1.4.A.13
- Summarize reasons why groups immigrated to NJ and America; describe challenges they encountered 6.1.4.D.2
- Trace how the American identity evolved over time 6.1.4.D.14
- Explain how an individual’s beliefs, values, and traditions may reflect multiple cultures 6.1.4.D.18
- Determine how “fairness,” “equality,” and the “common good” have influenced change in US government 6.1.4.A.3
- Compare and contrast responses, past and present, to violations of rights 6.1.4.A.9
• Trace how American identity evolved over time 6.1.4.D.14
• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives 6.1.4.D.19
• Describe why it is important to understand the perspectives of other cultures 6.1.4.D.20
• Explore how leaders, businesses, and global organizations promote human rights and provide aid to those in need. 6.1.4.A.16
• Use political maps to explain how location and spatial relationships contributed to cultural diffusion and economic interdependence. 6.1.4.B.2
• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.1.4.D.19
• Describe why it is important to understand the perspectives of other cultures. 6.1.4.D.20
• Compare and Contrast responses, past and present, to violations of rights. 6.1.4.A.9
• Describe how Martin Luther King, Jr. and other civil rights leaders caused social change and inspired activism in later generations. 6.1.4.A.10
• Describe how the world is divided into many nations that have their own governments, languages, customs and laws. 6.1.4.A.14
• Explain why it is important that people from diverse cultures collaborate to find solutions to challenges. 6.1.4.A.15
• Explore how leaders, businesses, and global organizations promote rights and provide aid. 6.1.4.A.16
• Explain how innovation resulted in scientific achievement. 6.1.4.C.16

Common Core Reading Standards for Informational Text Grade 4:
• Determine the main idea of a text and explain how it is supported by key details; summarize the text R1.4.3.
• 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. RI.4.5
• Explain events, procedures, ideas, or concepts in an historical, scientific, or technical text, including what happened and why, based on specific information in the text

Common Core Writing Standards for Informational Text Grade 4:
• Write opinion pieces on topics or texts, supporting a point of view, with reasons and information W.4.1
• Provide a concluding statement or section related to the opinion presented W.4.1d
• Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.4.2
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences W.4.3
• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience W.4.4.

Activities – include 21st Century Technologies:

21st Century Technologies

• Critical thinking - Write a letter to your family who has already settled in the US from your native country outlining reasons you want to or do not want to join them in the new world
• Social responsibility and ethics - Write an opinion piece about what the US policies on immigration should be
• Technology literacy - investigate legal and illegal immigration data from the past and present
• Initiative - Compare and contrast immigration issues and locations of the past to those of current day
• Civic literacy and citizenship - Analyze the Glen Ridge war memorial in front of RAS as well as the meaning of the Memorial Day parade and remembrance traditions
• Oral and written communication skills
• Social responsibility and ethics - Engage in a clean-up of the schoolyard and or various borough locations

• Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles 9.1 - 21st Century Life and career skills.
• Read about / watch Edison video to synthesize his perseverance and accomplishments
• Visit Edison Lab complex in West Orange
• Create timeline with important 19th and 20th Century inventions and inventors on it
• Define and explore Industrial Revolution changes and how they impacted New Jersey and its residents
• Define words such as: assembly line, patent, entrepreneur, monopoly
• Investigate New Jersey based company such as Campbell’s, Merck, or Johnson and Johnson
• Analyze immigration pie charts, bar charts
• Read and discuss book about Ellis Island, Statue of Liberty
• Define: reform, progressive, muckrakers, prohibition, suffrage
• Identify cause and effect in Great Migration reading
• Read and analyze how people, such as Paul Robeson, overcame prejudice and discrimination
• Define and utilize words related to WWI, WWII and the Great Depression: neutral, alliance, armistice, etc.
• Assess New Jersey’s role in the wars (munitions maker, training facilities,)
• List causes and effects of the Great Depression, highlighting stocks, drought, unemployment
• List and assess Franklin Roosevelt’s government programs that assisted people during this time in history (New Deal, WPA)
• Compare and contrast WWI to WWII as well as the nations involved in each conflict
• Define Cold War, communism, GI Bill of Rights
• Analyze population chart featuring Baby Boom generation
• Highlight fight for Civil Rights by leaders such as Martin Luther King, Jr.
• Students use computers to research various topics

Enrichment Activities:
• Write a journal entry as a person living in a NYC or NJ tenement or working in a sweatshop
• Create Women’s Rights or workers’ rights / child labor poster
• Read and write a biography about a New Jersey muckraker such as Upton Sinclair or a suffragist such as Mary Philbrook
• Analyze photographs by people such as Dorothea Lange and what her pictures depict in regards to the immigrant experience.

• Create a new kind of Campbell’s product and utilize persuasion to get people to buy it

• Reenact Ellis Island checkpoint procedure

• Create journal entries as an immigrant coming through Ellis Island

• Make realistic ration cards

• Create and color map depicting allies and central powers

• Sing or create and sing song about FDR’s programs to help people

• Create own war bonds poster / analyze posters such as this using Internet to locate them – create Google Slides with them embedded in it

**Methods of Assessments/Evaluation:**

• Kahoot / Socrative / Clickers / Google Forms

• Thumbs Up/Thumbs Down

• Exit Slips

• Pair/Share

• Scales and Rubrics

• Notebook Checks

• Chapter/Unit Tests

• Oral Response

• Smartboard Response

• Projects

• Pamphlets

• Self-Assessment

• Classwork (Independent and Group)

• KWL Charts

• Observation

• Journal Reflections

• Whiteboard/Dry Erase Response
Resources/Including Online Resources

• Online Textbook Information: http://www.pearsonschool.com/
• Teacher Webpage
• Online Videos and Quizzes from www.BrainPop.com
• Online Videos from United Streaming. http://streaming.discoveryeducation.com/
• Various Trade Books/Read Alouds
Unit 5: Challenges and Opportunities

Approximate # Of Weeks: 6

Essential Question: What roles did NJ and the US serve in the various 20th century wars and conflicts?

Upon completion of this unit students will be able to know that:

- Many nations took part in WW I and that NJ played a role in the war.
- The New Deal helped end the Great Depression and increased the role of government, and NJ’s role in WWII
- The Cold War, economic growth, and the civil rights movement affected NJ and the USA.

Common Core Reading Standards for Informational Text Grade 4:
• Determine the main idea of a text and explain how it is supported by key details; summarize the text R1.4.3.
• 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. RI.4.5
• Explain events, procedures, ideas, or concepts in an historical, scientific, or technical text, including what happened and why, based on specific information in the text

Common Core Writing Standards for Informational Text Grade 4:
• Write opinion pieces on topics or texts, supporting a point of view, with reasons and information W.4.1
• Provide a concluding statement or section related to the opinion presented W.4.1d
• Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.4.2
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences W.4.3
• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience W.4.4.

Interdisciplinary Standards (njcccs.org)
• Evaluate the impact of ideas, inventions, and other contributions of
• Determine the qualities of entrepreneurs 6.1.4.C.13
• Explain how innovation resulted in scientific achievement and inventions 6.1.4.C.16
• Explain how communications systems led to increased calibration and the spread of ideas 6.1.4.C.18
• Summarize reasons why groups immigrated to NJ and America; describe the challenges they encountered 6.1.4.D.2
• Evaluate the impact of immigration on America’s growth 6.1.4.D.3
• Describe the process by which immigrants became US citizens 6.1.4.A.13
• Summarize reasons why groups immigrated to NJ and America; describe challenges they encountered 6.1.4.D.2
• Trace how the American identity evolved over time 6.1.4.D.14
• Explain how an individual’s beliefs, values, and traditions may reflect multiple cultures 6.1.4.D.18
• Determine how “fairness,” “equality,” and the “common good” have influenced change in US government 6.1.4.A.3
• Compare and contrast responses, past and present, to violations of rights 6.1.4.A.9
• Trace how American identity evolved over time 6.1.4.D.14
• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives 6.1.4.D.19
• Describe why it is important to understand the perspectives of other cultures 6.1.4.D.20
• Explore how leaders, businesses, and global organizations promote human rights and provide aid to those in need. 6.1.4.A.16
• Use political maps to explain how location and spatial relationships contributed to cultural diffusion and economic interdependence. 6.1.4.B.2
• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.1.4.D.19
• Describe why it is important to understand the perspectives of other cultures. 6.1.4.D.20
• Compare and Contrast responses, past and present, to violations of rights. 6.1.4.A.9
• Describe how Martin Luther King, Jr. and other civil rights leaders caused social change and inspired activism in later generations. 6.1.4.A.10
• Describe how the world is divided into many nations that have their own governments, languages, customs and laws. 6.1.4.A.14
• Explain why it is important that people from diverse cultures collaborate to find solutions to challenges. 6.1.4.A.15
• Explore how leaders, businesses, and global organizations promote rights and provide aid. 6.1.4.A.16
• Explain how innovation resulted in scientific achievement. 6.1.4.C.16

Activities – include 21st Century Technologies:

• Civic literacy and citizenship - Analyze the Glen Ridge war memorial in front of RAS as well as the meaning of the Memorial Day parade and remembrance traditions

• Oral and written communication skills - Write a saying or slogan for the civil rights era

• Social responsibility and ethics - Engage in a clean-up of the schoolyard and or various borough locations related to the war efforts (war memorials in front of library and RAS)

Activities:

• Define and utilize words related to WWI, WWII and the Great Depression: neutral, alliance, armistice, etc.

• Assess New Jersey’s role in the wars (munitions maker, training facilities,)

• List causes and effects of the Great Depression, highlighting stocks, drought, unemployment

• List and assess Franklin Roosevelt’s government programs that assisted people during this time in history (New Deal, WPA)

• Compare and contrast WWI to WWII as well as the nations involved in each conflict

• Define Cold War, communism, GI Bill of Rights

• Analyze population chart featuring Baby Boom generation

• Highlight fight for Civil Rights by leaders such as Martin Luther King, Jr.

• Students use computers to research various topics related to the Civil Rights era such
as the desegregation of the public schools

**Enrichment Activities:**

- Make realistic ration cards
- Create and color map depicting allies and central powers
- Sing or create and sing song about FDR’s programs to help people
- Create own war bonds poster / analyze posters such as this using Internet to locate them – create Google Slides with them embedded in it
- Analyze Japanese internment camps in the US by reading and researching about them

**Methods of Assessments/Evaluation:**

- Kahoot / Socrative / Clickers / Google Forms
- Thumbs Up/Thumbs Down
- Exit Slips
- Pair/Share
- Scales and Rubrics
- Notebook Checks
- Chapter/Unit Tests
- Oral Response
- Smartboard Response
- Projects
- Pamphlets
- Self-Assessment
- Classwork (Independent and Group)
- KWL Charts
- Observation
- Journal Reflections
- Whiteboard/Dry Erase Response
Resources/Including Online Resources

- Online Textbook Information: http://www.pearsonschool.com/
- Teacher Webpage
- Online Videos and Quizzes from www.BrainPop.com
- Various Trade Books/Read Alouds