

Grade 4 Social Studies: Year-long Overview

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

In grade 4, students explore how the United States' borders, government and culture changed over time by learning about the evolution of the United States from early exploration to today (aligned to [grade 4 GLEs](#)).

Grade 4 Content		A u g	S e p t	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
America the Beautiful	How does geography influence human activity?	X									
Early America	How do exploration & colonization change populations, boundaries, and land?		X	X							
Governing a New Nation	How can conflict and compromise change a nation?				X	X					
Westward Expansion	How did westward migration affect society and progress?						X	X			
Progress & Change	How did American progress affect government, society, and the economy?								X	X	

Grade 4 Social Studies: How to Navigate This Document

The grade 4 scope and sequence document is divided into 6 units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: America the Beautiful

- [Unit One Overview](#)
- [Unit One Instruction](#)
 - [Topic One: The Many Maps of the US](#)
 - [Topic Two: Regions of the US](#)
- [Unit One Assessment](#)

Unit Two: Early America

- [Unit Two Overview](#)
- [Unit Two Instruction](#)
 - [Topic One: Early Exploration](#)
 - [Topic Two: American Colonies](#)
- [Unit Two Assessment](#)

Unit Three: Governing a New Nation

- [Unit Three Overview](#)
- [Unit Three Instruction](#)
 - [Topic One: Rebellion to Revolution](#)
 - [Topic Two: Developing a Government](#)
 - [Topic Three: Citizenship](#)
- [Unit Three Assessment](#)

Unit Four: Westward Expansion

- [Unit Four Overview](#)
- [Unit Four Instruction](#)
 - [Topic One: Migration & Manifest Destiny](#)
 - [Topic Two: Transportation and Movement](#)
- [Unit Four Assessment](#)

Unit Five: Progress & Change

- [Unit Five Overview](#)
- [Unit Five Instruction](#)
 - [Topic One: Industrialization & Urbanization](#)
 - [Topic Two: The Changing Face of Cities](#)
- [Unit Five Assessment](#)

Return to [Grade 4 Social Studies: How to Navigate This Document](#)

Revised Fall 2019

Unit Six: Impact of Technology

- [Unit Six Overview](#)
- [Unit Six Instruction](#)
 - [Topic One: Innovation in Everyday Life](#)
 - [Topic Two: Our Shrinking World](#)
- [Unit Six Assessment](#)

Grade 4 Social Studies: Pacing Guidance (REV Fall 2019)

The grade 4 scope and sequence document has been updated to better support pacing of unit content. While some tasks have been reduced to allow more time for prioritized content, no updates have been made to the instructional approach of this scope and sequence and no new tasks have been added. The revised scope and sequence assumes one period of social studies instruction daily with 33 weeks of instruction in the school year. If your school or district follows different parameters, please use the high-level guidance below to inform your pacing:

Semester 1 U.S. Geography through the Expansion of Citizenship		Semester 2 Westward Migration through Modern Advances in Technology	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Maps and Regions of the United States • Early Exploration • American Colonies 	<ul style="list-style-type: none"> • Causes and Effects of the American Revolution • Developing the U.S. Government and Constitution • Citizenship • Expansion of Voting Rights 	<ul style="list-style-type: none"> • Westward Migration and Manifest Destiny • Transportation and Advances in Technology • Industrialization and Urbanization 	<ul style="list-style-type: none"> • Immigration and Diversity • Innovation and Modern Advances in Technology

Unit One Overview

Description: Students explore a series of maps of the United States spanning history and learn about the geography, culture, and economic activities of regions within the United States.

Suggested Timeline: 2-3 weeks

Grade 4 Content	
America the Beautiful	How does geography influence human activity?

Topics (GLEs):

1. [The Many Maps of the United States](#) (4.4.1, 4.4.4, 4.4.6)
2. [Regions of the U.S.](#) (4.4.2, 4.4.3, 4.4.5, 4.4.7, 4.5.1, 4.5.2, 4.5.3, 4.6.1, 4.6.2)

Unit Assessment: Students will write an essay answering the question: How do geography and physical features impact economic activities and cultures?

Unit One: America the Beautiful	Topic One: The Many Maps of the United States Topic Two: Regions of the U.S.
Key Connections: <ul style="list-style-type: none"> • <i>Climate and Geography shape the economies of the five regions of the United States.</i> • <i>The environment of the U.S. has been affected by human factors and natural processes.</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States	<ul style="list-style-type: none"> • Compare and contrast the physical characteristics within each region, and between regions: <ul style="list-style-type: none"> ○ West: Mountains, coastline, farmland, forest ○ Southwest: Deserts, canyons, farmland ○ Midwest: Plains, Rivers, farmland ○ Southeast: Bayous, rivers, coastline, mountain ranges, farmland ○ Northeast: Coastlines, waterways, natural deep harbor ports
4.5.2 Analyze how physical characteristics of a region shape its economic development	<ul style="list-style-type: none"> • Describe the main natural resources in each region, and their impact on the population and economy of that region <ul style="list-style-type: none"> ○ West: Gold/minerals, seafood, timber, seaports on the coast, mining, ○ Southwest: metals/minerals, grazing land, farm resources, oil, adobe building materials, inland ports ○ Midwest: coal mining, agriculture, fertile soil, fur ○ Southeast: seafood, oil, agriculture, seaports, rivers, coal, fertile soil ○ Northeast: forests, seafood, natural deep harbor seaports, rivers, furs
4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States	<ul style="list-style-type: none"> • Explain what causes erosion, and how erosion has changed the physical characteristics of coastal areas in the U.S. • Identify natural disasters common to each U.S. region (tornadoes, hurricanes, floods, forest fires, earthquakes, volcanoes, mudslides, severe thunderstorms) and explain why that natural disaster is likely to occur in that region • Explain how natural disasters have changed the physical characteristics of the five regions in the U.S. • Explain how rivers have impacted farmland by contributing fertile soil

<p>4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States</p>	<ul style="list-style-type: none"> Explain ways in which humans have altered the land in each of the 5 regions of the U.S. (roads, dams, levees, canals, irrigation systems, waste, pollution, mining, cattle grazing)
<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> compare and contrast past and present viewpoints on a given historical topic conduct simple research summarize actions/events and explain significance differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> Conduct simple research on the geography of the 5 regions of the United States Compare and contrast the geography, climate, and economies of the 5 regions of the United States Differentiate between the geography, climate, and economies of the 5 regions of the United States
<p>4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe</p>	<ul style="list-style-type: none"> Label the 7 continents (Africa, Antarctica, Asia, Australia, Europe, North America, South America), 5 oceans (Pacific, Atlantic, Southern, Arctic, Indian), North Pole, South Pole, and Equator on a blank map
<p>4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region</p>	<ul style="list-style-type: none"> Name the 5 regions of the U.S. (West, Midwest, Southwest, Southeast, Northeast), and locate and label them on a map Locate and label on a map the major physical features of each U.S. Region, and how these physical features affect the region’s population and economy. <ul style="list-style-type: none"> West: Pacific Ocean, Rocky mountains, Cascade mountains Southwest: Grand Canyon, border with Mexico Midwest: Ohio River, Mississippi River, Great Lakes, Great Plains, Southeast: Appalachian mountains, Mississippi River, Gulf Coast/Atlantic Coast Northeast: Atlantic Coast and waterways, Niagara Falls Describe the climate of each of the regions of the U.S., and explain how the climate impacts the economy and population of each region
<p>4.4.3 Identify the states of each of the five regions of the United States</p>	<ul style="list-style-type: none"> Name the states that are in each region, using a map
<p>4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile</p>	<ul style="list-style-type: none"> Measure the distance between different places on a map using a scale
<p>4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States</p>	<ul style="list-style-type: none"> Using a map, determine the approximate longitude and latitude coordinates of teacher selected locations in all 5 regions of the United States.

<p>4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale</p>	<ul style="list-style-type: none"> • Explain what information maps give us using physical, political, topographic, road, climate, resource, and population maps, and give examples of when each type of map is best used. • Proficiently use each feature of a map: title, key/legend, compass rose, cardinal and intermediate directions, scale • Explain the purpose of latitude and longitude lines • Identify places on the map using latitude and longitude coordinates
<p>4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)</p>	<ul style="list-style-type: none"> • Create a key/legend and label/color each region of the U.S. on a map
<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement</p>	<ul style="list-style-type: none"> • Explain how physical features limited human migration and settlement (mountains, deserts, and crossing large waterways created barriers to travel and migration before railway technology) • Explain how rivers and waterways promoted settlement and migration

Unit One Instruction

Topic One: The Many Maps of the United States (4.4.1, 4.4.4-6)

Connections to the unit content: Before students can analyze the connection between geography and human activity, they need to understand how maps are used to learn about a specific area. In Unit One, students gain a basic understanding of world and US geography, and practice reading & interpreting a variety of world and US maps. Students learn to use different types of maps so that they are later equipped to make connections between them.

Suggested Timeline: 3 class periods

Use this sample task:

- [Reading & Interpreting Maps](#)

To explore these key questions:

- What information do maps tell us about a given area?
- How do we read a map?
- Why do we use maps?

That students answer through this assessment:

- Students read a variety of US maps and fill in the Intro to Maps Graphic Organizer. Check these for accuracy and a grade.
- Students complete a gallery walk in groups to compare and contrast different maps of the world and United States. Students record their responses in a graphic organizer. Check these for accuracy and a grade.

Grade 4 Instructional Task: Reading & Interpreting Maps

Unit One: America the Beautiful, Topic One: The Many Maps of the United States

Description: Students engage in reading maps of the world and United States. Students learn how maps are used to illustrate a variety of information about a particular geographic area and interpret a variety of map types. These are prerequisite skills for engaging in Topic 2 as well as future units.

Suggested Timeline: 3 class periods

Materials: [Pre-Columbian world map](#), [Columbus, Magellan, and De Gama 1482-1522](#), [Modern World Map](#), [Early Colonial Map of America](#), [US Territory 1810](#), [Modern U.S. Map](#), [Physical Map of the United States](#), [General Reference Map with Highways](#), [U.S. Political Map with States](#), [Satellite View Map](#), [U.S. Population Density Map](#), [Natural Resources](#) (slide 3), [Map of U.S. Rivers and Lakes](#), [Annual Length of Freeze Free Period Map](#), and [U.S. Annual Precipitation Map](#), Intro to Maps Graphic Organizer ([blank](#) and [completed](#)), Globe, [Gallery Walk stations](#), Comparing & Contrasting Maps Gallery Walk Graphic Organizer ([blank](#) and [completed](#))

Instructional Process:

1. Say: "This year we are going to learn how a country's borders and people change over time. One tool we will use is a map."
2. Explain to students that a map is a drawing that shows what places look like from above and where they are located. Conduct a brief discussion about why we use maps. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their outside knowledge to support their answers. Possible questions:
 - a. Why do we use maps?
 - b. What did people do before GPS and cell phones?
 - c. What information do maps give us?
3. Display a series of side-by-side world and US maps. Have students to make observations about the differences of these maps. Ask: "How are these maps different?" Include the following:
 - a. [Pre-Columbian world map](#)
 - b. [Columbus, Magellan, and De Gama 1482-1522](#)
 - c. [Modern World Map](#)
 - d. [Early Colonial Map of America](#)
 - e. [US Territory 1810](#)
 - f. [Modern U.S. Map](#)
4. Allow students to share their responses with a partner. Then call on several students randomly for their pair's responses.
5. Say, "During this task, we will learn how to read maps like these. This year, we will learn about the changing United States. We will learn why these maps and boundaries of countries keep changing even when the land stays the same."

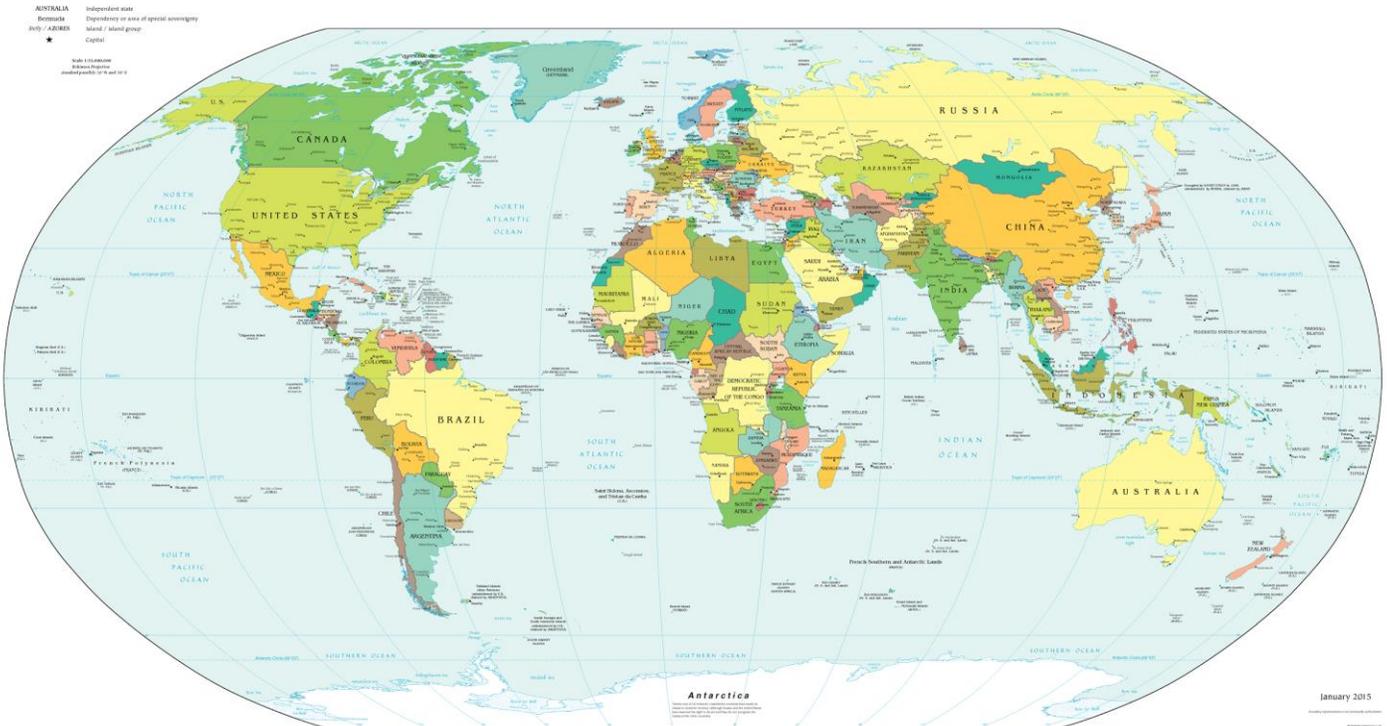
6. Project a [Modern World Map](#). Say: “Maps have features that help us use them.” Review the following features with students. Have students brainstorm the function of each feature. Ask: “When might we need to use this feature?”
 - a. Title- the name or type of map, including any dates or noted time period
 - b. Map legend- a list of shapes and symbols used on a map with an explanation of each
 - c. Compass rose- a symbol that shows direction (north, east, south, and west) on a map. Note: Draw this in on the linked world map.
 - d. Intermediate directions- northeast, southeast, northwest, southwest
 - e. Scale-gives the ratio between distance on a map and the corresponding distance on the ground
7. Continue to project a modern world map. Distribute an [outline map of the world](#) to each student. Have each student point to the 7 continents and 5 oceans on the map as they are stated to the class. Assign specific colors for continents, oceans, poles and equator. Students must include on their maps a title, compass rose, and legend. Students will use these maps in later lessons to compare their prior knowledge with their new knowledge.
8. On a projected world map, point out important information (e.g. Where North America is located in relation to other continents, that South America is located below North America, that Europe is located across the Atlantic Ocean, that Australia is an island, and that Antarctica is the most southern continent.)
9. Show students a globe and point out the differences between the globe and a two-dimensional map. Remind them that the Earth is round.
10. Have students practice using cardinal and intermediate directions to describe where different places are in relation to Louisiana. (e.g. Canada is north of Louisiana. Australia is southeast of Louisiana.) Ask student pairs to create a question using a cardinal or intermediate direction. Then allow student pairs to pose their questions to one another and answer each other using their maps -- one student in the pair can state the answer while the other demonstrates on the map. This can be accomplished by students rotating themselves around the room to pairs or by rotating to the front of the classroom so all students can witness the questions and map demonstrations.
11. Say: “Maps don’t just tell us where places are in relation to one another. They also tell us how far apart they are. Using a map and a scale, we can measure the distance between any two places in the world without even leaving our classroom.”
12. Using the scale, have students measure distance between their hometown (have this pre-labeled) and various [cities around the world](#). Use the [global map scale](#) or adapt this resource from [National Geographic](#) on using scale to measure distance to aid students in their activity.
13. Distribute a [map of the United States](#). Direct students to identify the major bodies of water that serve as boundaries on the map, then have students add a compass rose with cardinal and intermediate directions to their map.
14. Ask: “What do you notice about the scales on the US and world map? Why do you think they are different?” Have students practice measuring distance between their home city and cities around the country.
15. Say: “So far we know that maps tell us where places are in relation to one another and how far apart they are, but what if we need to find the exact location of a place? Lines of latitude and longitude help us to plot exact

locations on a map.”

16. Provide students with a [United States map labeled with latitude and longitude lines](#). Ask students: “What do you think is the purpose of the lines that you see on the map?”
17. Model how to read latitude and longitude for students using a wall map or map on a document camera. Then give students several coordinates and have students locate them on their maps and identify the closest city to the given coordinate.
18. Provide students with access to [The World: Latitude and Longitude](#). Allow students to practice their skills locating places using latitude and longitude by working through the questions on the page.
19. Say: “Now we have the tools to find specific places on a map, estimate how far apart places are, and navigate a map using directions and lines of latitude and longitude. Maps can do more than just tell us where places are. Different types of maps can give us all different kinds of information.”
20. Distribute an atlas with several different types of maps of the US or provide students with access to the maps linked below. Students will refer back to these maps throughout the unit. Have students identify the type of map and its purpose by interpreting the map symbols and title.
 - a. [Physical Map of the United States](#), [General Reference Map with Highways](#), [U.S. Political Map with States](#), [Satellite View Map](#), [U.S. Population Density Map](#), [Natural Resources](#) (slide 3), [Map of U.S. Rivers and Lakes](#), [Annual Length of Freeze Free Period Map](#), and [U.S. Annual Precipitation Map](#)
21. Have students to fill in the [Intro to Maps Graphic Organizer](#) using the provided maps that would contain the specified information needed. Point out the section on natural vs. human. Say: “We will revisit the developing map as the story of the US progresses, and we will see that man-made aspects change over time even though the natural features stay the same.”
22. Set up Comparing and Contrasting Maps Gallery Walk stations around the classroom with side-by-side maps for comparing and contrasting. Use the following for stations:
 - a. Station 1 : [Pre-Columbian world map](#) & [Known at the Time of Columbus](#)
 - b. Station 2: [U.S. Territory 1810](#) & [Modern U.S. Map](#)
 - c. Station 3: [U.S. Annual Precipitation Map](#) & [U.S. product map](#)
 - d. Station 4: [U.S. Population Density Map](#) & [Louisiana Profile Map](#)
 - e. Station 5: [Satellite View Map](#) & [General Reference Map with Highways](#)
 - f. Station 6: [New Orleans in 1849](#) & [Modern Day New Orleans](#)
23. Refer to [gallery walk](#) for expectations and procedures. Distribute the [Gallery Walk Graphic Organizer](#). Model how to compare maps during the gallery walk. Have students fill in the Gallery Walk Graphic Organizer during the model. Use terms and vocabulary from the unit (e.g. cardinal directions, scale, types of maps) to describe the differences and similarities in maps. Note: Students will use these maps in the next task. The purpose of this exercise is to observe simple similarities and differences.
24. Assign students to groups. Assign each group to a starting station. Explain the rules of a [gallery walk](#), including how much time they will have at each station, which direction to rotate, and the signal for rotation. Give students a 30 second warning before they rotate.

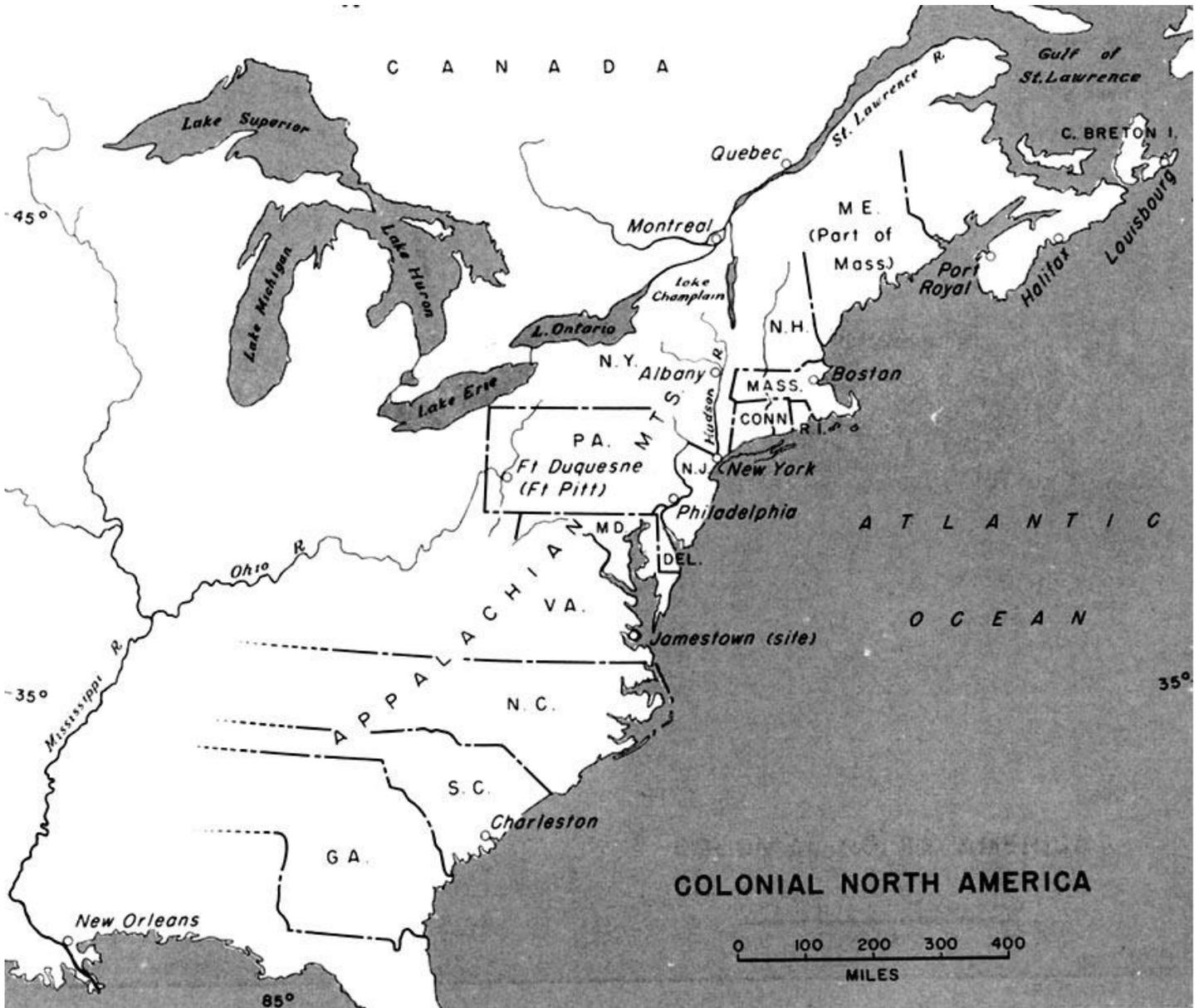
Modern World Map¹

Political Map of the World, January 2015



¹ This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/world_maps/world_pol_2015.pdf.

Early Colonial Map of America²



² This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/historical/colonial_1689-1783.jpg.

U.S. Territory 1810³

TERRITORIAL GROWTH

COLONIAL PERIOD: 1775

- Original Thirteen Colonies
- Other British territories

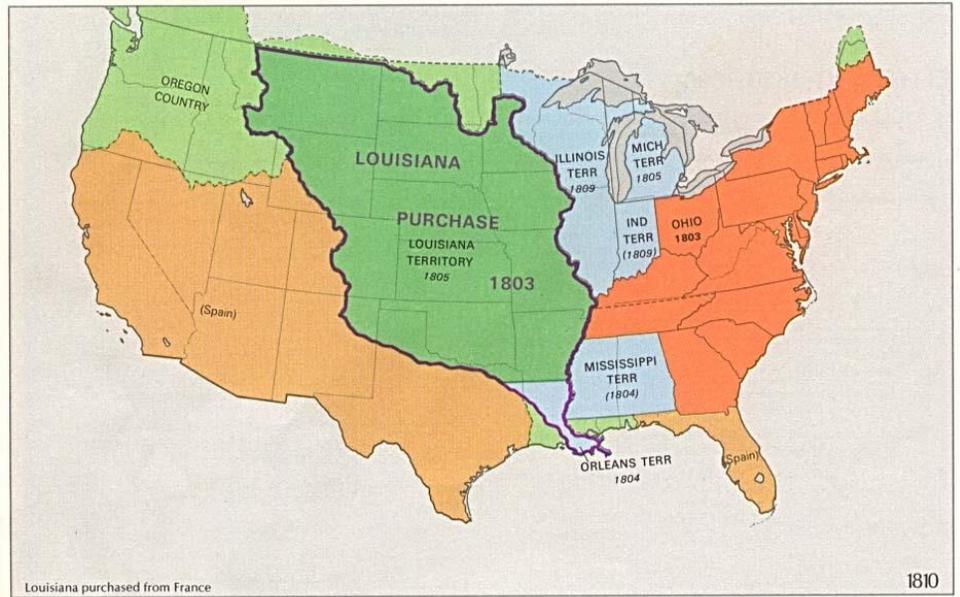
UNITED STATES: 1790–1920

- States
- State claims
- Special status areas
- Territories
- Unorganized territories
- Claimed areas
- Foreign areas

- 1803** Dates of territorial acquisitions
- 1805** Dates of initial territorial organization
- (1809)** Dates of latest change within given time period
- 1812** Dates of admission to the Union

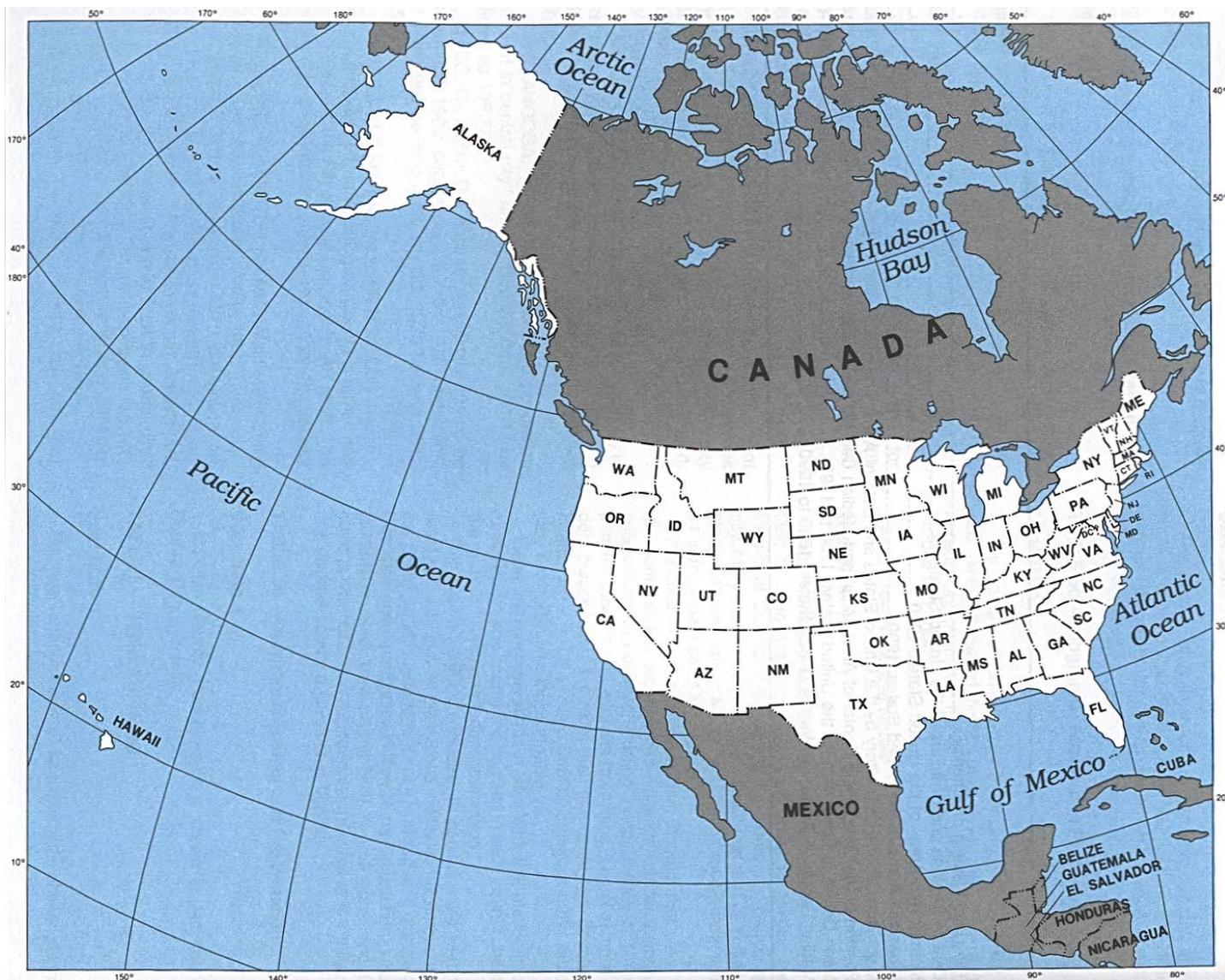
Map scale 1:34,000,000

Compiled by H. George Stoll, Hammond Incorporated, 1967;
 rev. by U.S. Geological Survey, 1970



³ This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/united_states/us_terr_1810.jpg.

Modern U.S. Map⁴



⁴ This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/united_states/n.america.jpg.

Physical Map of the United States⁵



For additional information about preparing for the emergencies that can result from severe weather, visit ready.gov and click on **Ready Kids**.

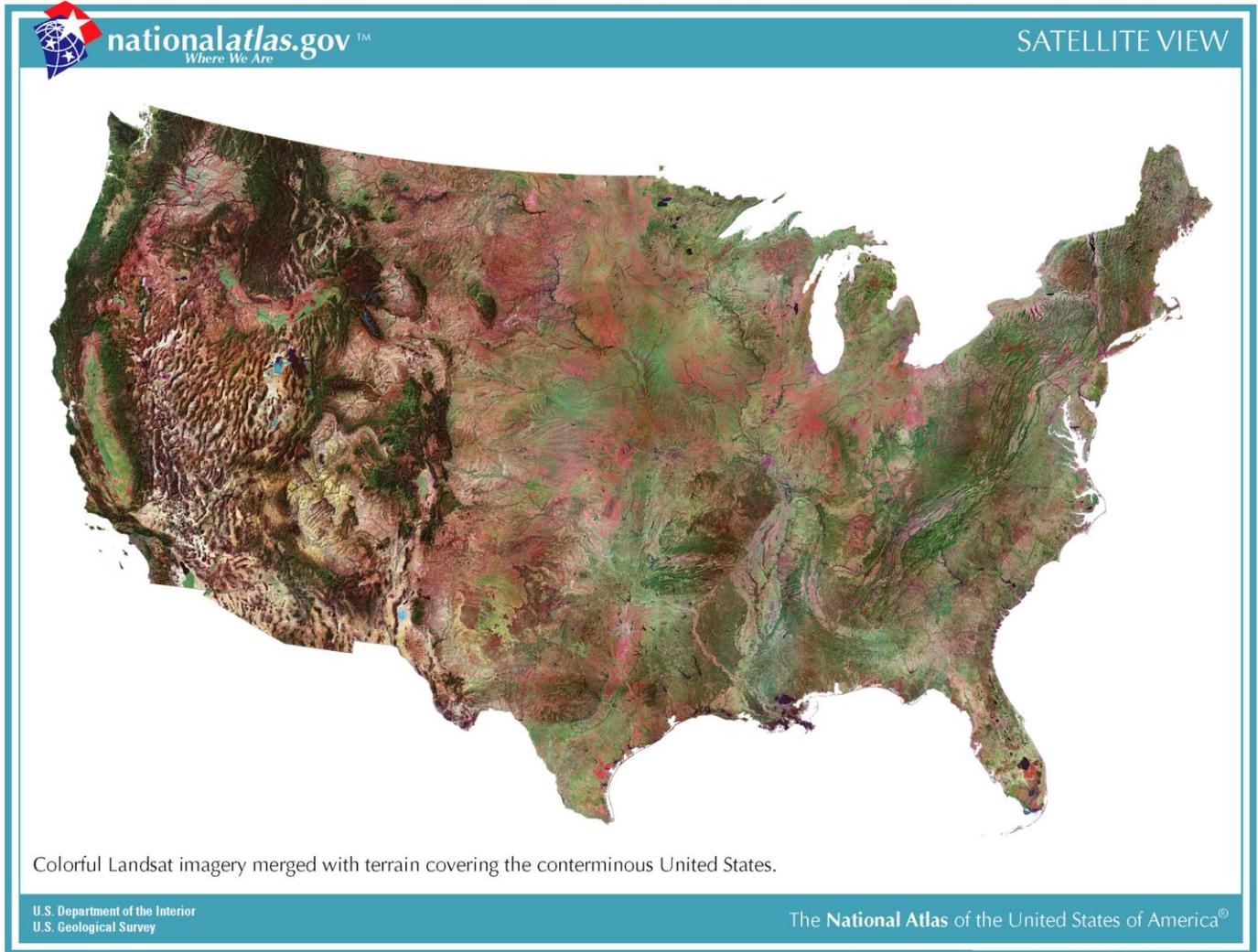
⁵ This image is created by FEMA. It is available online at https://www.ready.gov/translations/spanish/america/downloads/KidsPoster_Jan2011_map_web.pdf.

General Reference Map with Highways⁶



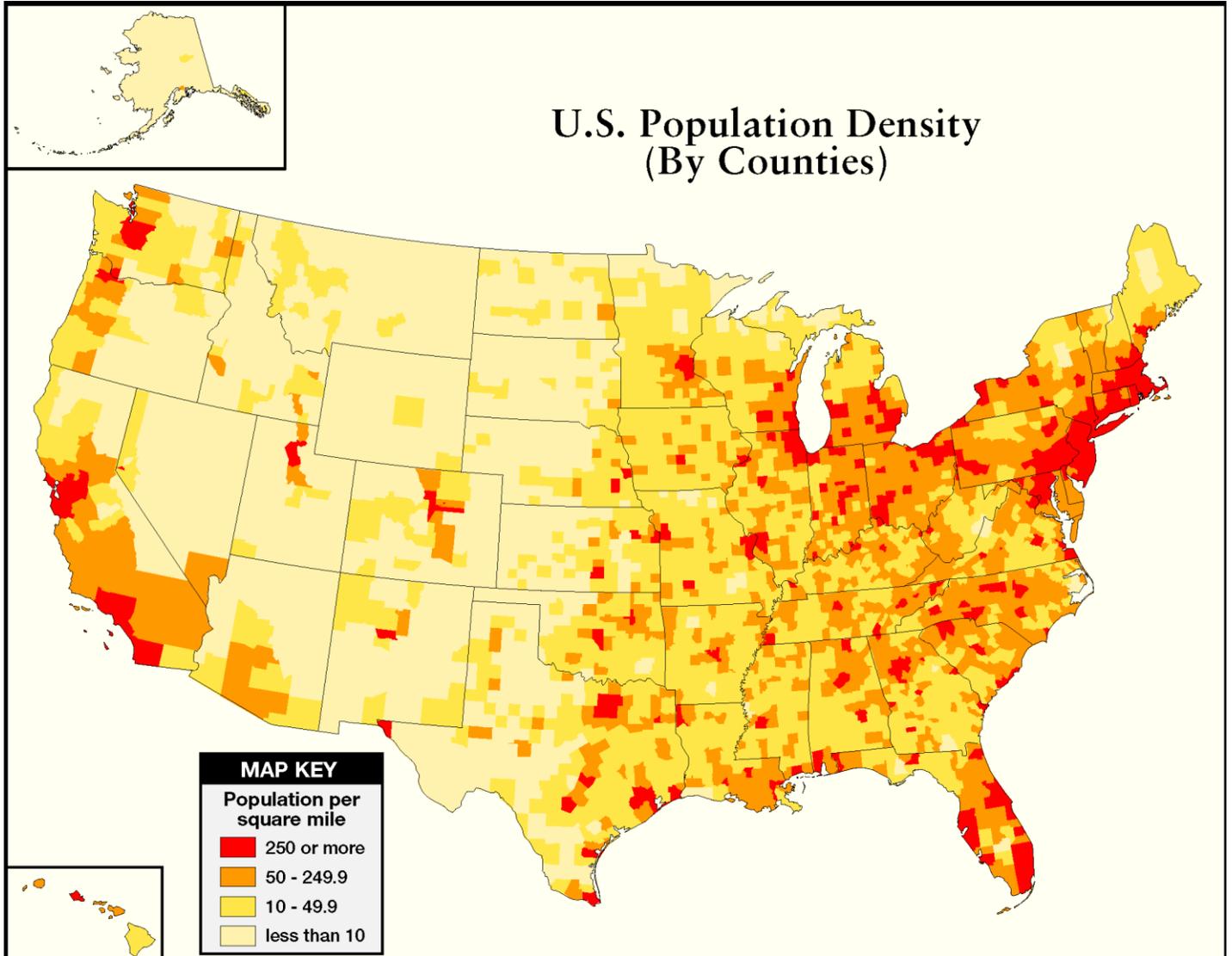
⁶ This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/pdf/reference/genref.pdf.

Satellite View Map⁸



⁸ This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/pdf/satellite/Landsat_18.pdf.

U.S. Population Density Map⁹



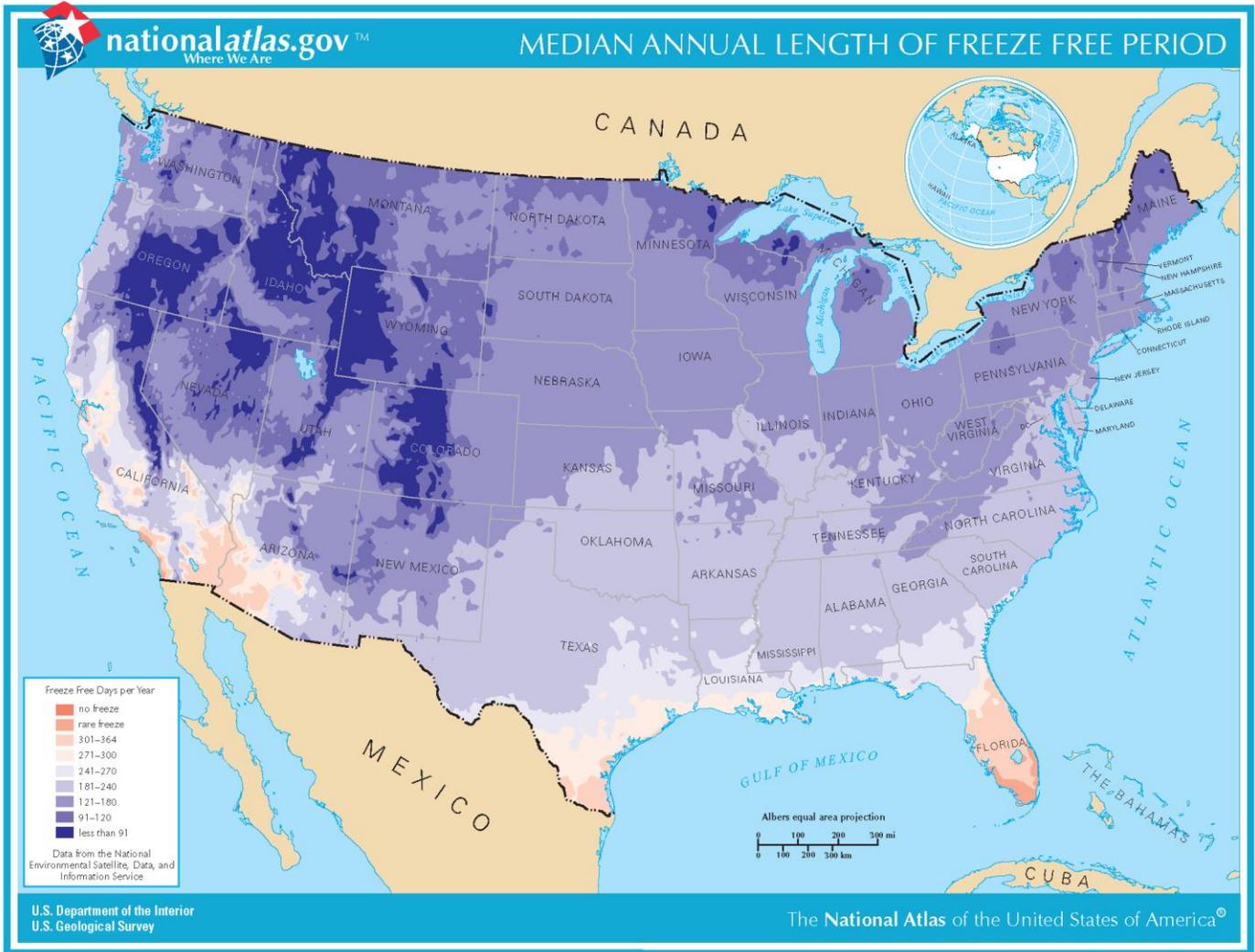
⁹ This map is created by the U.S. Census Bureau. It is available online at <https://www.census.gov/dmd/www/pdf/512popdn.pdf>.

Map of U.S. Rivers and Lakes¹⁰



¹⁰ This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/pdf/outline/rivers_lakes.pdf.

Annual Length of Freeze Free Period Map¹¹



¹¹ This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/pdf/climate/freeze_free_2.pdf.

U.S. Annual Precipitation Map¹²

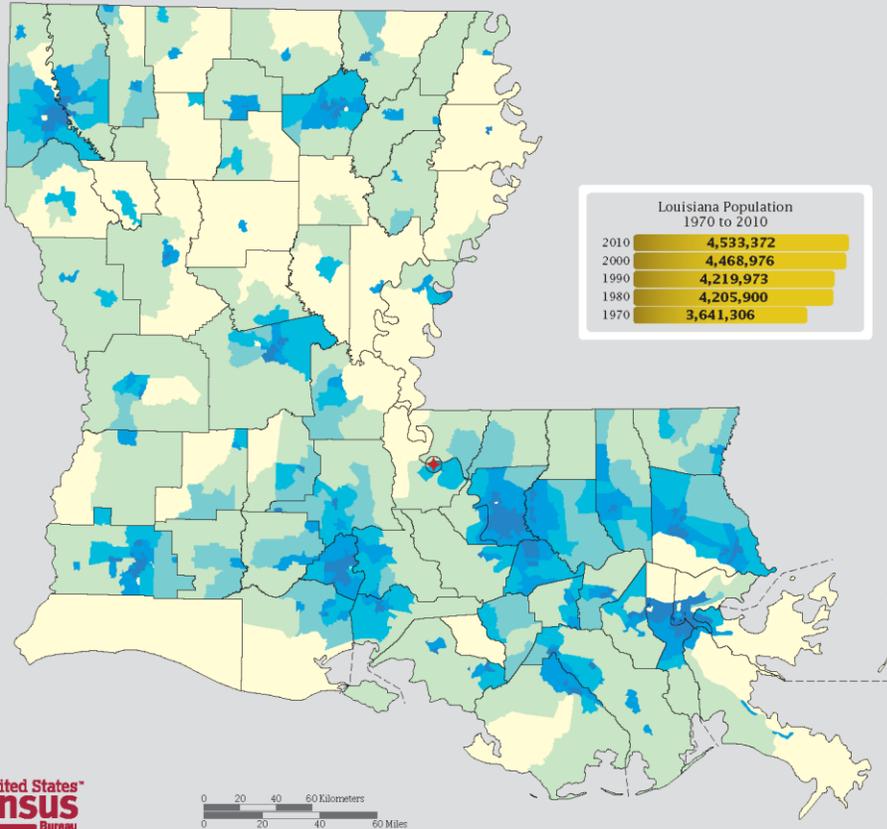


¹² This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/united_states/us-annual_precipitation-2005.pdf.

Louisiana Profile Map¹³

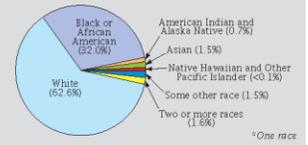
2010 Census: Louisiana Profile

Population Density by Census Tract



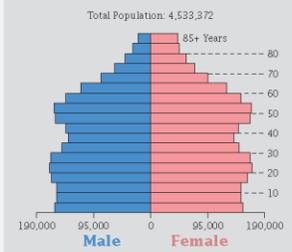
Louisiana Population 1970 to 2010	
2010	4,533,372
2000	4,468,976
1990	4,219,973
1980	4,205,900
1970	3,641,306

State Race* Breakdown



Hispanic or Latino (of any race) makes up 4.2% of the state population.

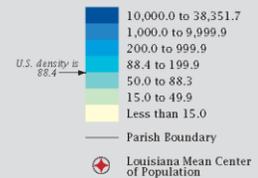
Population by Sex and Age



Housing Tenure



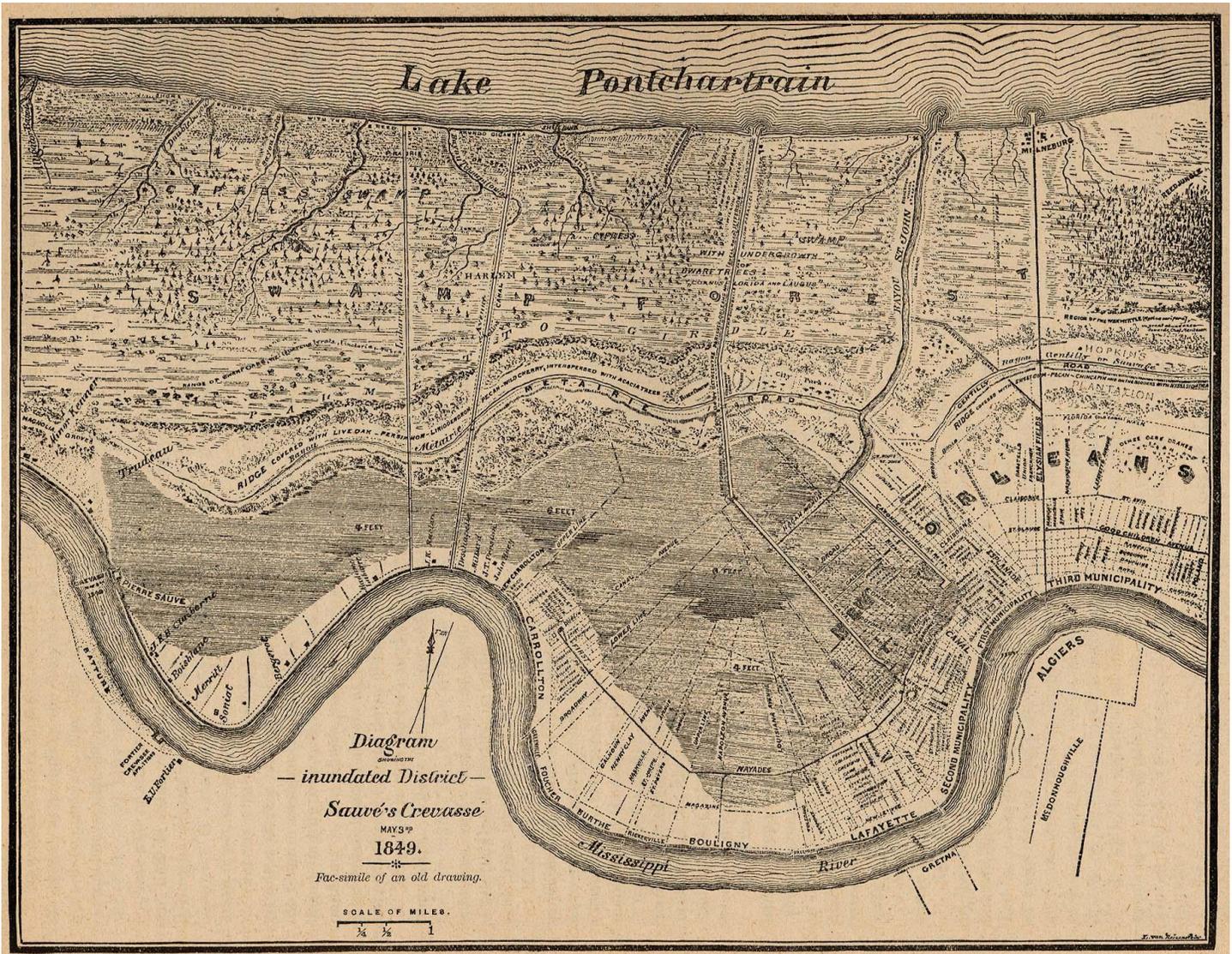
People per Square Mile by Census Tract



U.S. Department of Commerce, Economics and Statistics Administration, U.S. CENSUS BUREAU

¹³ This map is created by the U.S. Census Bureau. It is available online at https://www2.census.gov/geo/maps/dc10_thematic/2010_Profile/2010_Profile_Map_Louisiana.pdf.

New Orleans in 1849¹⁴



¹⁴ This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/historical/new_orleans_1849.jpg.

Intro to Maps Graphic Organizer

Map Title	What is the purpose of this map?	Does this map show natural or human features?	When would this map be useful?	What is one fun fact you learned from this map?

Intro to Maps Graphic Organizer (Completed)

Map Title	What is the purpose of this map?	Does this map show natural or human features?	When would this map be useful?	What is one fun fact you learned from this map?
Physical Map of the United States	Show physical features, such as mountains and rivers, in the US	Natural	Planning a ski trip	The middle of the country is flat
General Reference Map with Highways	Display highways in the US	Human	When planning a cross country road trip	There are more highways on the East Coast than the West Coast
US Political Map with States	Show the names and locations of states	Human	When looking up which states border my state	Texas, Arkansas, and Mississippi border Louisiana
Satellite View Map	To see the US from space	Natural	To see what the land really looks like	The West has more rugged terrain than the rest of the country
US Population Density Map	To display where most people live	Human	Determining where to build a road and not disrupt people	The East is more densely populated

Natural Resources	To show what natural resources are available in a specific area	Natural	When deciding what products to make	The only areas with gold are in the West
Map of US Rivers and Lakes	Show waterways	Natural	When you need to navigate rivers	The Mississippi River stretches all the way to Minnesota
Annual Length of Freeze Free Period Map	To show where it freezes the most	Natural	When deciding where to grow a farm	Louisiana has one of shortest freeze periods in the country
US Annual Precipitation Map	To show how much rain places get each year	Natural	When deciding where to live if you don't like rain	States directly north of Mexico has very little rain

Comparing & Contrasting Maps Gallery Walk

Station #	Similarities	Differences
1		
2		
3		
4		
5		

6		
----------	--	--

Comparing & Contrasting Maps Gallery Walk (Completed)

Station #	Similarities	Differences
1	Both show what the Europeans had “discovered” before Columbus sailed to America	One map is a primary document from the time and the other shows the world as we know it today with “the known world” highlighted
2	Both show the United States	The modern maps shows the US with all 50 states. The map from 1810 shows only a few states in the East, the rest is territory.
3	Both show the United States	One shows rainfall, a natural feature, and one shows products that are made by people in the US
4	Both show population density	One shows the entire United States and the other is zoomed in to only show the state of Louisiana

5	Both are show the United States	The satellite view shows physical features and the general reference map shows human made features (highways)
6	Both show the city of New Orleans	The 1849 map shows that most of New Orleans was still wilderness. The modern map shows streets and neighborhoods.

Unit One Instruction

Topic Two: Regions of the United States (4.4.4, 4.4.2-3, 4.4.7, 4.5.1-3, 4.6.1-2)

Connections to the unit content: Students apply their newly acquired map skills to learn about the five regions of the United States. During the study of each region, students connect regional geography, physical features, and climate to economic activities and culture. By the end of the unit, students have the current day schema to approach a historical study of the United States and make connections between historical events and contemporary regional identities.

Suggested Timeline: 6-7 class periods

Use this sample task:

- [Investigating US Geography](#)
- Note: Students will engage in the same set of serial questions for each region for ease of comparison.

To explore these key questions:

- What is life like for people living in each region of the US?
- How has geography and land influenced the way people live?

That students answer through this assessment:

- Students write 2 paragraphs answering: “Which region of the United States would you most like to visit and why? Which region would you least like to visit and why?” Tell students that they must use evidence from the unit and refer to at least features from their maps. When writing, have students connect the geography of a region to life for people living in the region, including economic activity, culture, recreation, etc....Collect for a grade.

Grade 4 Instructional Task: Investigating US Geography

Unit One: America the Beautiful, Topic Two: Regions of the United States

Description: Students investigate the influence of geography on human activity in each of the five regions of the United States. In each regional deep dive, students analyze maps of the region and make connections between physical features, climate, and geography with life for people in the region.

Suggested Timeline: 6-7 class periods

Materials: [Map of the modern United States](#), [a regional map](#) of the United States, maps from the previous task, photographs from various regions of the country (to project & distribute), Regions of the US graphic organizer ([blank](#) and [completed](#)), [Erosion & Weathering](#) reading, provide access to [Erosion & Weathering](#), [National Geographic: Eye in the Sky – Nature’s Fury](#), [NASA: Hurricane Image Catalog](#)

Instructional Process:

1. Say: “Now that we have learned how to use different types of maps, we can use these maps to learn more about specific regions of the United States of America. Using these maps and other sources, we will take a trip to each region of the United States without even leaving our classroom. Throughout the year, we will learn more about the history of each region and trace how the historical events shaped the regions as they are today.”
2. Direct students to get out their [map of the modern United States](#) from the previous task. Project [a regional map](#) of the United States. Say: “A region is an area with similar characteristics. The United States is made up of five regions, each made up of multiple states.” Have students create a key/legend and label/color each region of the US. Students will refer to this when comparing different types of maps.
3. Say: “We will learn what it is like to live in each of the five regions of the country and how land influenced life for people. We start here at home. In what region is Louisiana located?”
4. Have students point to the Southeast on their regional map of the US. Project the name of the region “Southeast Region” and its states: “Alabama, Arkansas, Florida, Georgia, North Carolina, South Carolina, Louisiana, Virginia, West Virginia, Mississippi, Kentucky, Tennessee”
5. Write the words *physical features* on the board and read or project the following definition¹⁵:
 - a. A natural feature on the surface, such as water, mountains, and deserts
6. Direct students to get out their atlas or maps from the previous task, and turn to the physical map. Have students identify major physical features of the region. Have students collect specific information about the landforms (e.g., the southeastern states containing the Appalachian Mountain range, the width of the Gulf Coastal Plain, the bodies of water that border this region, the states along the Mississippi River).
7. Project interesting photographs of [land, cities, famous landmarks, regional activities, etc...](#) from the region. Say: “These resources give you a taste of what life is like in this region. Now, you are going to use your new geography skills to explain why that is.”
8. Project [a regional map](#) of the US and remind students that you are focusing in on a specific region. Divide students

¹⁵ <http://www.definition-of.com/Physical+Feature>

into pairs and have them make observations about the region in the [Regions of the United States graphic organizer](#) based on the regional resources provided. Circulate to check for accuracy.

9. Repeat this process (e.g. projection of region & states, physical features, photographs, map analysis) for the remaining four regions of the United States. With each new region, have students make connections between regional features. For example: Describe the differences between the Appalachian Mountains and the Rocky Mountains. How are they drawn differently on a physical map to show these differences?
 - a. [Northeast Region](#)
 - b. [Southwest Region](#)
 - c. [Western Region](#)
 - d. [Midwest Region](#)
10. As a class, predict how life might be different for people in various regions based on the analysis of the resources. Have students use evidence from the resources to support their claims. For example, “Based on the population map, I predict that a lot of people in the Northeast live in cities, but in the Midwest a lot of people live on farms. I think this because the map shows that there is a low population density in many states in the Midwest.”
11. Say: “Now that we have a little more background knowledge about each region, we are going to learn about how humans and the environment interact in each region. We will start with physical processes-- how the earth impacts people.”
12. Introduce students to physical processes impacting the earth by having them read [Erosion & Weathering](#).
13. As students read, they should take notes on the causes and effects of erosion and weathering. Conduct a discussion with students to ensure they understand what they have read. Possible guiding questions:
 - a. What causes erosion?
 - b. How can erosion be controlled?
 - c. How do humans contribute to the erosion process?
 - d. What are some places that have been impacted by the three types of erosion?
14. Say: “These physical processes are generally slow and can shape the land for many years. However, there are also ways that nature impacts our lives in a faster, more immediate way.”
15. Have students identify which natural disaster is most likely to occur in the local area: tornadoes, hurricanes, floods, forest fires, earthquakes, volcanoes, or severe thunderstorms. Have students look at pictures of various natural disasters. Examples of where to find pictures of natural disasters:
 - [National Geographic: Eye in the Sky – Nature’s Fury](#)
 - [Hurricane Matthew Hits Haiti](#)
 - [Signs of Katrina Linger in the Marshes](#)
 - [Tropical Storm Bill from the International Space Station](#)
 - [Volcanoes National Park, Hawaii](#)
 - [Search and Rescue Operations by Boat in Ascension Parish after Flooding](#)
 - [Firefighter Working to Put Out a Wildfire](#)
 - [Remains of the Bank, Spooner, Minn. After Forest Fire](#)
 - [Close Up of Lava Flow in Hawaii after Kiliauea Volcano Eruption](#)
 - [Eruption of Mt. St. Helens, Washington May 18, 1980](#)

- [South Napa Earthquake 2014](#)
 - [Aerial View of a Portion of the San Andreas Fault](#)
16. Project a map of the United States. Point out some of the areas where natural disasters are most likely to occur (e.g., tornadoes in the Midwest, hurricanes on the Gulf of Mexico and Atlantic coasts, earthquakes along the West coast, and volcanoes in the West or Pacific region.)
 17. Discuss why one type of natural event is more likely to occur in one region than another region. For instance, explain that many hurricanes off the west coast of Africa travel across the Atlantic and into the Gulf of Mexico, gathering force along the way. Divide students into groups and have each group research a natural disaster in order to answer the following questions.
 - How does the land change after a natural disaster?
 - How does a natural disaster impact the lives of people?
 18. Say: “Natural disasters are major ways that the environment and geography alter the lives of people. Now, we will discuss how people alter the environment.” Display this statement: **People should be able to modify land and bodies of water to benefit human development even if it has a negative impact on animals and plants.** Allow students to respond to this statement in a short paragraph or discuss in pairs.
 19. Assign students to groups. Provide a list of examples of people modifying their environment to students (e.g. [Hoover Dam](#), Lake Mead, [the Mississippi River](#), [the Western Grand Canyon](#), [the Tennessee River Valley Dam](#), the Grand Coulee Dam, irrigation in California’s Central Valley, [mining in mountainous areas](#), grazing by cattle).
 20. Assign each group to an example to study and have students research this example. Provide students with short articles or videos.
 21. Have students present their findings to the class. Presenters should identify the location by US region, explain the modification and its benefits and/or drawbacks. Ask all students to label each location of land and water modifications on a U.S. map and tell them that they will have to agree or disagree with the original statement using evidence from the class presentations.
 22. After all groups present their research and conclusions, display the same statement again: **People should be able to modify land and bodies of water to benefit human development even if it is bad for animals and plants.** Have students respond in a short paragraph using evidence from their and their classmates’ presentations.
 23. Say: “Now that you are experts on the geography of each region, you will explain how it impacts life for people living in each region.”
 24. Divide students into 5 groups. Distribute a packet of photos of culture, recreation, and products specific to one [each region](#) of the country to each group. Have students discuss the photos and determine which region of the country they have been assigned.
 25. Have students use information from their maps to connect each image with the geography of the region. For example, project “US Region: West” with photos of surfing, skiing, lumber, the skyline of Seattle. Students use maps to connect the Pacific Ocean to surfing, the Rocky Mountains to skiing, high precipitation to many trees for lumber, and the location of Seattle to a major waterway. Repeat this process for each of the five US regions.
 26. Say: “Now each group is going to present on their region of the United States. As they present, be sure to take notes because at the end of the presentations, you will have to explain which region you would most and least like to visit and why.” Have each group present the information on their region to the class. As groups present, other

students should take notes.

27. Direct students to write two paragraphs answering: “Which region of the United States would you most like to visit and why? Which region would you least like to visit and why?” Tell students that they must use evidence from the unit and refer to at least features from their maps. Along with their response, instruct students to create a map of the United States that identifies the location of their region and major geographic features. Collect for a grade.

Regions of the United States

Region	What is the influence of physical features on this region?	How does the population density of the region relate to life in the region?	What impact do natural resources have on this region?

Regions of the United States (Completed)

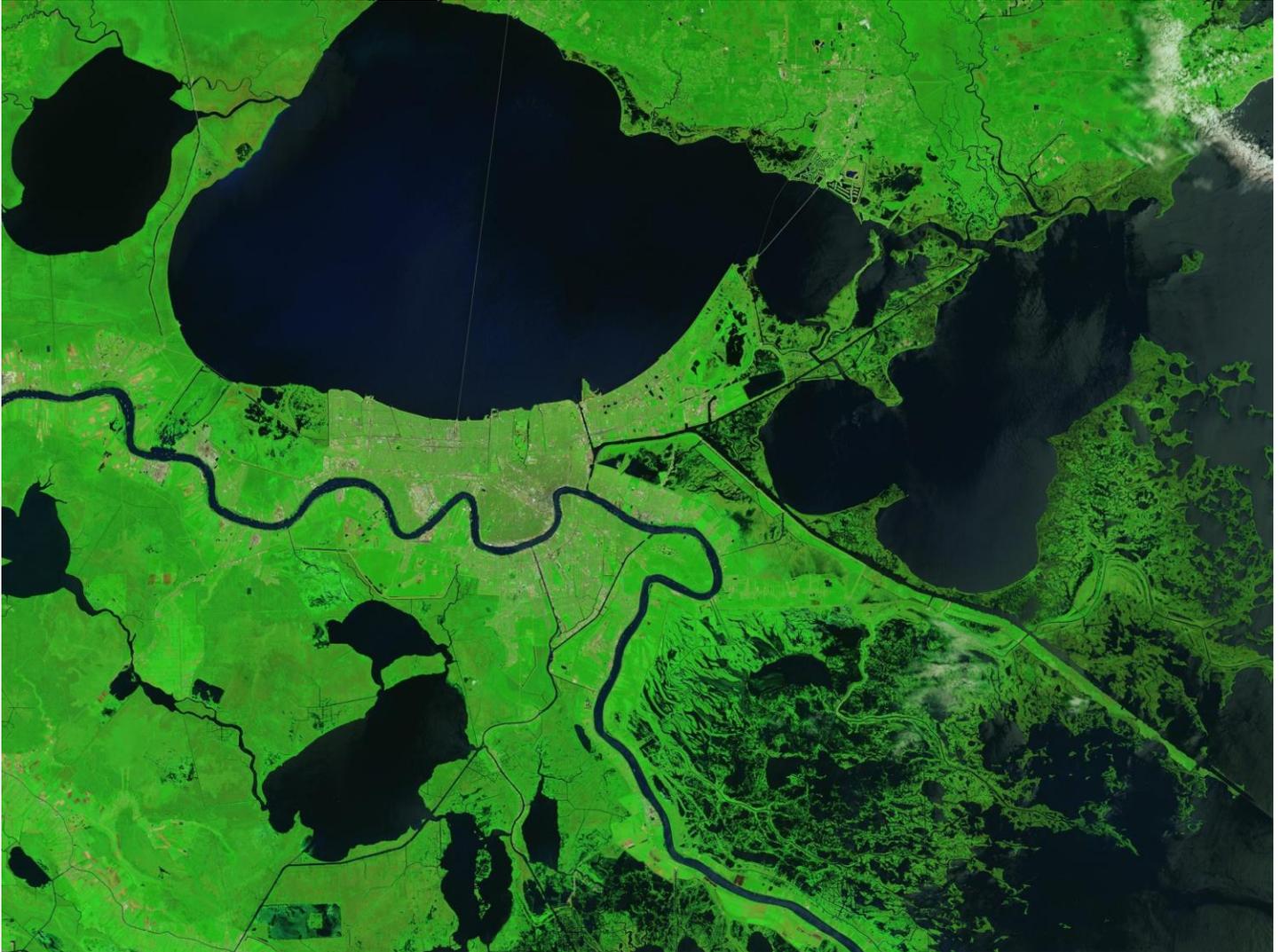
Region	What is the influence of physical features on this region?	How does the population density of the region relate to life in the region?	What impact do natural resources have on this region?
Southeast	Tourism along the beaches in the Gulf of Mexico and Atlantic coast.	The most densely populated areas seem to be along waterways or in certain large cities such as Atlanta.	Seafood is a large part of Southern cuisine in foods like gumbo or fried fish. The oil industry creates many jobs in the Gulf.
Northeast	Coasts and waterways make shipping and transport in cities easier, and also make boating and recreation on the coast possible.	High population density means there are lots of big cities in the Northeast with diverse populations.	Forests and fish seem to impact local recreation and cuisine.
Midwest	The flat lands of the Great Plains make excellent farm land. Bodies of water like the Great Lakes are good for transport.	There is high population density in cities like Chicago, but low population density in large stretches of farmland.	There are a lot of jobs in coal mining throughout the region.
Southwest	Landforms like the Grand Canyon are huge tourist attractions and encourage recreational activities such as hiking. Sharing the Mexico border largely influences the culture and population.	There are large stretches with low population density, preserving the natural beauty of the land in many areas.	There are many local crafts and jewelry made with copper.
West	Dramatic physical features like the Pacific coastline, the Rocky & Cascade Mountains make outdoor recreation very popular.	High population density is in major cities on the coastline and makes for big cities with diverse populations.	Fish is a big part of food near the coast. Gold led to the Gold Rush.

Hurricane Matthew Hits Haiti¹⁶



¹⁶ This image is created by NASA. It is available online at https://www.nasa.gov/mission_pages/hurricanes/images/index.html.

Signs of Katrina Linger in the Marshes¹⁷



¹⁷ This image is created by NASA. It is available online at https://www.nasa.gov/mission_pages/hurricanes/images/index.html.

Tropical Storm Bill from the International Space Station¹⁸



¹⁸ This image is created by NASA. It is available online at https://www.nasa.gov/mission_pages/hurricanes/images/index.html.

Volcanoes National Park, Hawaii¹⁹



¹⁹ This map is in the public domain and is courtesy of the Library of Congress. It is available online at <https://www.loc.gov/resource/highsm.04489/>.

Search and Rescue Operations by Boat in Ascension Parish after Flooding²⁰



²⁰ This image is created by FEMA. It is available online at <https://www.fema.gov/media-library/assets/images/122743>.

Firefighter Working to Put Out a Wildfire²¹



²¹ This image is created by FEMA. It is available online at <https://www.fema.gov/media-library/assets/images/115285>.

The Remains of the Bank, Spooner, Minn. after Forest Fire²²



²² This map is in the public domain and is courtesy of the Library of Congress. It is available online at <https://www.loc.gov/item/ggb2004008603/>.

Close up of Lava Flow in Hawaii after Kiliauea Volcano Eruption²³



²³ This image is created by FEMA. It is available online at <https://www.fema.gov/media-library/assets/images/100579>.

Eruption of Mt. St. Helens, Wash., May 18, 1980²⁴



²⁴ This image is created by FEMA. It is available online at <https://www.fema.gov/media-library/assets/images/37848>.

South Napa Earthquake 2014²⁵



²⁵ This image is created by U.S. Geological Survey. It is available online at <https://www.usgs.gov/media/images/2014-south-napa-ca-m6-earthquake-august-24>.

Aerial View of a Portion of the San Andreas Fault²⁶



²⁶ This map is in the public domain and is courtesy of the Library of Congress. It is available online at <https://www.loc.gov/item/2013631261/>.

Unit One Assessment

Description: Students will write an essay answering the question: How do geography and physical features impact economic activities and cultures?

Suggested Timeline: 2 class periods

Student Directions: Use your knowledge of history and your resources from the unit to write a short essay answering the question: How do geography and physical features impact economic activities and cultures? As you write, consider how geography impacts everyday lives of people, how natural disasters impact people, and the reasons for the differences in each region of the country.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 4.4.2, 4.5.1, 4.5.2, 4.5.3, 4.6.1. They also meet the expectations for [ELA/Literacy Standards](#): W.4.2

Unit Two Overview

Description: Students will examine the impact of European exploration and colonization of the Americas on Native people, boundaries, territory, and land.

Suggested Timeline: 5 weeks

Grade 4 Content	
Early America	How do exploration & colonization change populations, boundaries, and land?

Topics (GLEs):

1. [Early Exploration](#) (4.1.1, 4.1.2, 4.2.1)
2. [American Colonies](#) (4.1.1, 4.1.2, 4.2.3, 4.5.1, 4.5.2, 4.5.3, 4.9.2)

Unit Assessment: Students will write an essay answering the question: How do exploration & colonization change populations, boundaries, and land?

Unit Two: Early America	Topic One: Early Exploration Topic Two: American Colonies
Key Connections <ul style="list-style-type: none"> • <i>European exploration and subsequent settlement in America was motivated by economics and religion</i> • <i>The development of the United States was influenced by geography and available natural resources</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States	<p><i>In unit 2, GLE 4.2.1 addresses European exploration outside of the U.S. only to address the foundations for learning about Spanish exploration that extended into the Southwest U.S., as that understanding will be important in further units addressing westward expansion.</i></p> <ul style="list-style-type: none"> • Explain the motivations of early European explorers (gaining access to spices and natural resources, finding a sea route to access Asia’s resources instead of a land route, claiming new land for European countries to increase wealth) • Explain the challenges faced by early European explorers (navigating across oceans, navigating to the right destination, securing funding from European countries, warring with indigenous peoples to take control of lands) • Explain how European expansion affected the borders and territory of European countries by creating colonies in North and South America • Explain how European colonization affected the borders and territory of North and South America by claiming territories through taking land and spreading European languages (English, French, Spanish, and Portuguese) • Explain how conflicts arose from colonization (Indigenous peoples fighting European explorers and armies to maintain their land and resources), and cooperation that occurred, too (exchange of goods) • Explain the impact of European colonization on Native Americans (mass amount of deaths due to European diseases, mass amount of deaths due to wars with Europeans, loss of land and resources to European colonizers, exchange of resources-firearms, tools, horses)
4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States	<ul style="list-style-type: none"> • Explain the reasons for the establishment of the Jamestown and Plymouth colonies (Jamestown was an economic venture for England, Plymouth was established by families who wanted religious freedom)

<p>4.5.2 Analyze how physical characteristics of a region shape its economic development</p>	<ul style="list-style-type: none"> • Compare and contrast the climate and geographic features of Jamestown and Plymouth • Explain how life was different for colonists in the Jamestown and Plymouth colonies • Explain how trading developed between colonies in the U.S. and European countries based on supply and demand of natural resources • Explain why slavery was more important to the southern colonies than the northern colonies • Explain how geography and climate impact the uneven expansion of slavery throughout the colonies
<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement</p>	<ul style="list-style-type: none"> • Explain how geography and climate affected the survival of colonists • Explain how colonists interacted with Native American people to help ensure colonist survival (trading and bartering for goods and crops)
<p>4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services</p>	<ul style="list-style-type: none"> • Identify examples of human, natural, and capital resources used in the exchange of goods between U.S. colonies and European countries. • Identify the natural resources sought out by Europeans, and why they were seeking those resources. • Explain how European countries used capital resources to access natural resources in North America. • Explain how natural resources from the colonies were traded to European countries and used to produce finished goods.
<p>4.1.1 Construct timelines of historical events</p>	<ul style="list-style-type: none"> • Construct a timeline of European exploration and colonization in North America (Columbus exploration of 1492, first French exploration to North America, first British exploration to North America, first Spanish exploration to North America, founding of Jamestown and Plymouth colonies)
<p>4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States</p>	<ul style="list-style-type: none"> • Compare and contrast maps of the world before and after European exploration to North and South America • Use a timeline to explain which European countries settled which parts of the U.S. first, and where they settled
<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> • compare and contrast past and present viewpoints on a given historical topic • conduct simple research 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> • Compare and Contrast viewpoints of Native Americans and European Explorers during the early exploration of America. • Conduct simple research on American Colonies • Summarize the events of early European exploration into America

- summarize actions/events and explain significance
- differentiate between the 5 regions of the United States

- Differentiate between colonies in the coastal Southeast and Northeast United States.

Unit Two Instruction

Topic One: Early Exploration (4.1.3-4, 4.2.1, 4.2.3)

Connections to the unit content: Students learn that though the land itself did not change, exploration changed the map when Europeans “discovered” the New World. European exploration of the Americas opened up an entirely new hemisphere for European settlement and transformed Europeans’ perception of the world.

Suggested Timeline: 4 class periods

Use this sample task:

- [The Impact of European Exploration](#)

To explore these key questions:

- How and why did the world map change after European exploration of the Americas?
- How did exploration affect country boundaries?
- How would exploration later affect the formation of the United States?

That students answer through this assessment:

- Students write a paragraph answering: “What were the effects of European exploration on Europe and the Americas?”

Grade 4 Instructional Task: The Impact of European Exploration

Unit Two: Early America, Topic One: Early Exploration

Description: Students investigate how European exploration of the Americas changed the map and the population of the future United States. This investigation is framed through contrasting maps and images from before and after European “discovery” of the Americas. Students return to this investigation of change throughout the course.

Suggested Timeline: 4 class periods

Materials: [1482 World Map](#), [World Outline Map](#), [Map of World Languages](#), [Primary Source Analysis Tool](#), [Age of Exploration](#) text, [The History of Native Americans](#) text

Instructional Process:

1. Say: “In Unit One, we learned about life in the five regions of the United States during modern times. We learned that geography plays a big role in shaping life for people in each region, but there is more to the story. Human activity over time has also shaped our lives in the United States.”
2. Display contrasting photo of a [forest](#) next to a photo of a major American [city](#). Have students make observations about the differences. Briefly describe the photograph of the city. Then, say: “Six hundred years ago, this area probably looked more like this.” Point to the forest.
3. Display contrasting a photo of [Native Americans](#) next to a diverse racial group of Americans [today](#). Have students make observations about the differences. Say: “Today, the US is composed of people from all different backgrounds and races. Six hundred years ago, Native Americans were the only people who lived on this land.”
4. Display contrasting maps from [1482 World Map](#) and a [modern world map](#). Have students make observations about the differences. Say: “Six hundred years ago, Europeans thought the world looked like this.” Point to the 1482 map. Say: “Today, we will discover how European exploration took them one step closer to recognizing that the world actually looks more like this.”
5. Write the words *border*, *territory*, and *explore* on the board and read/display the following definitions:
 - [border](#)²⁷: the line that separates one country, state or area from another
 - [territory](#)²⁸: a geographic area belonging to or under the control of a government
 - [explore](#)²⁹: to travel for purposes of discovery or adventure
6. Provide background on early maps as needed for students to be able to engage with the map from 1482. Note: The [LOC’s Teacher Guide](#) may be useful in preparing students.
7. Provide students with access to both the [1482 World Map](#) and a copy of the [Primary Source Analysis Tool](#). Remind students of the differences between a primary and secondary source. Prompt students with questions as they make observations about what they see on the map. Have students consider when this map was made and how that affects what we see on the map.
8. Provide students with access to a modern [World Outline Map](#). Have students draw a Venn Diagram and fill it in

²⁷ <http://www.dictionary.com/browse/border>

²⁸ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=territory>

²⁹ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=explore>

to compare and contrast the two maps.

9. Provide students with access to [Age of Exploration](#). Ask them if this is a primary or secondary source. Then, have students read in pairs, ensuring that there is a strong reader in each pair. Facilitate a class discussion on the motivations and challenges of European Explorers. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the text and their outside knowledge to support their answers. Possible questions:

- What was the main motivation for European exploration?
- What were some of the challenges for explorers?

Ensure students use evidence from the source to support their responses.

10. Display a [Map of World Languages](#) to look at the languages spoken in each country in the Western Hemisphere. Ask students to connect the reading to the map.
11. Conduct a brief discussion on the impact of European exploration. As a class, discuss the contrasting photos from [before](#) and [after](#) European exploration. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the photos and their outside knowledge to support their answers. Possible questions:
- How did exploration affect borders or territory for European countries and in the places explored?
 - How might European exploration change the culture of Europeans?
 - What conflicts might have arose as exploration expanded?
12. Say: “Even though the Americas were new discoveries for the Europeans, Native Americans had lived on the land for thousands of years.” Have students read an excerpt (starting with paragraph four) from [The History of Native Americans](#). Lead a class discussion about the impact of European exploration on Native Americans. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the text to support their answers. Possible questions:
- What was the impact of European exploration on Native Americans?
 - Did Europeans have the right to explore land in the New World?
13. Display contrasting maps and photos of people from the beginning of the task. Ask: “What were the effects of European exploration on Europe and the Americas?” Have students respond in a short paragraph using evidence from their sources and discussion in class. Grade the written response using the [LEAP assessment social studies extended response rubric](#).

World Map from 1482³⁰



³⁰ This map is in the public domain and is available online at <https://www.loc.gov/item/48042060/>.

Primary Source Analysis Tool³¹



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

REFLECT

QUESTION

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

FURTHER INVESTIGATION

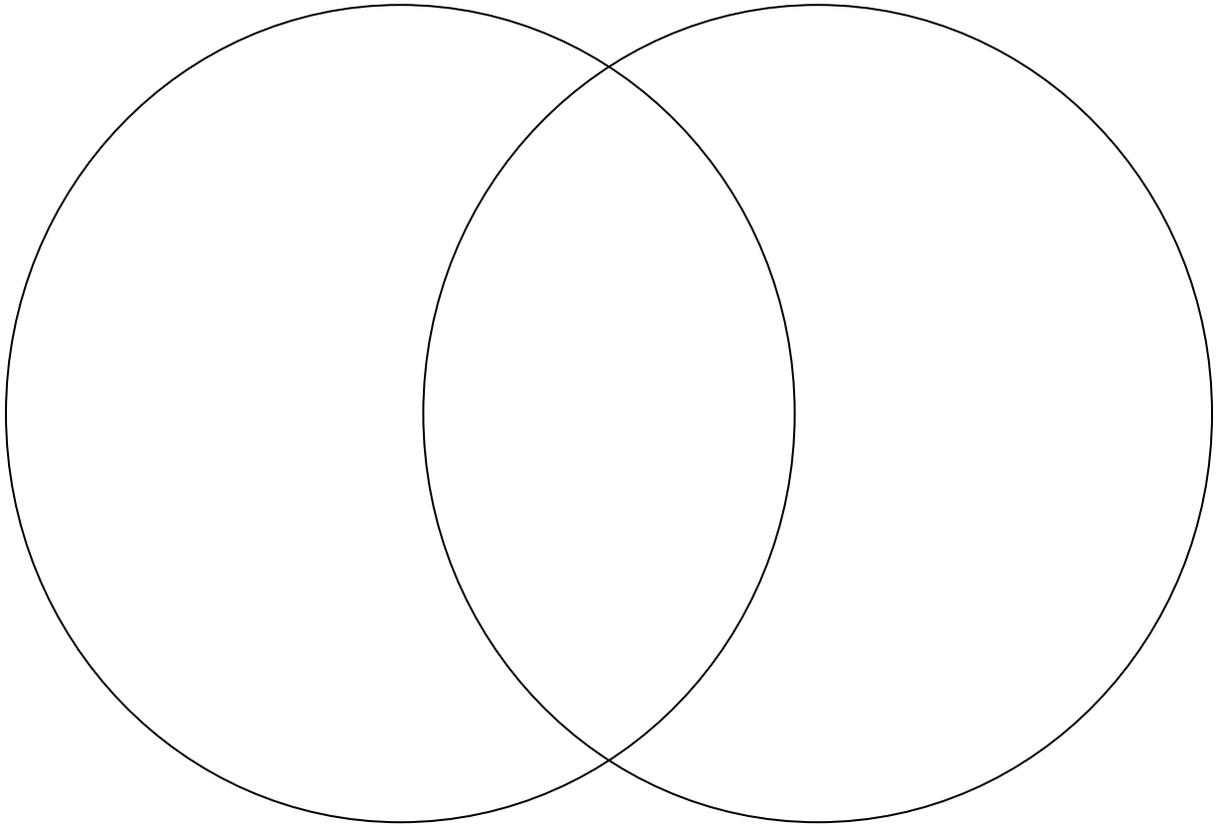
³¹ This tool is in the public domain and is courtesy of the Library of Congress. It is available online at http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf.
 Return to [Grade 4 Social Studies: How to Navigate This Document](#)
 Revised Fall 2019

Map of World Languages³²



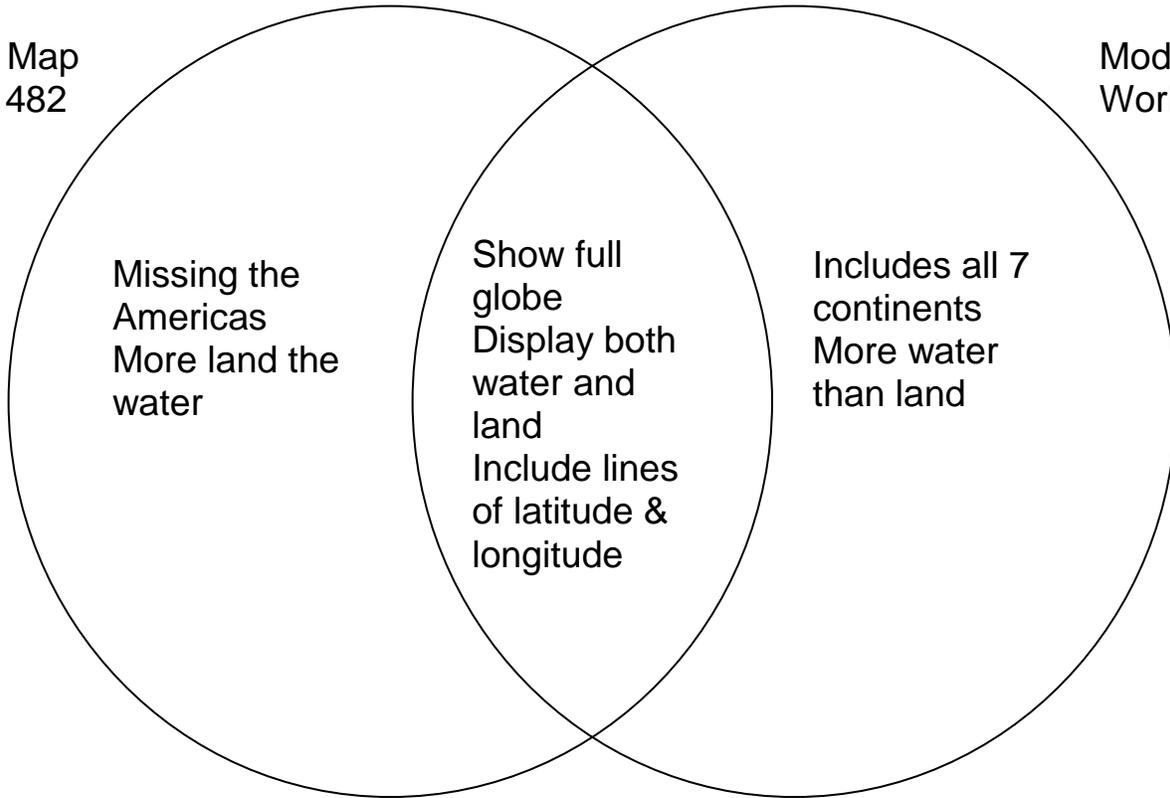
³² This map is in the public domain and is available online at https://upload.wikimedia.org/wikipedia/commons/9/92/Languages_of_the_American_Continent.png.

Compare & Contrast World Maps Venn Diagram



Compare & Contrast World Maps Venn Diagram (Completed)

World Map
from 1482



Modern
World Map

Unit Two Instruction

Topic Two: American Colonies (4.1.2-4, 4.2.1-3, 4.4.7, 4.5.3, 4.9.7)

Connections to the unit content: Students learn that regional geography heavily shaped the life, culture, and economies of colonies. Jamestown was founded as a profit venture and adapted to the climate as an agricultural colony, growing tobacco as a cash crop. In contrast, Plymouth was settled by whole family units seeking religious freedom, who engaged in subsistence farming to survive, but did not have the climate to produce high yields of crops. Lives in the colonies were extremely different as a result of the reasons for colonization and geography of the land where colonists settled.

Suggested Timeline: 6-7 class periods

Use this sample task:

- [A Tale of Two Colonies](#)

To explore these key questions:

- How did the colonists' reasons for migrating influence where they chose to settle?
- How did geography influence life and economic activities in the colonies?

That students answer through this assessment:

- Students write a compare & contrast paragraph on Jamestown & Plymouth colonies.
- Students write a paragraph answering: Which is a more influential in the development of new settlements: people or geography?

Grade 4 Instructional Task: A Tale of Two Colonies

Unit Two: Early America, Topic Two: American Colonies

Description: Students examine the relationship between early American colonists and regional geography. Students apply their knowledge of regional contemporary geography and cultures to a historical context. Through a comparative analysis of Jamestown and Plymouth, students explore the impact of land on new settlements.

Suggested Timeline: 4-5 class periods

Materials: [blank colonial map](#), maps from the previous unit, [Colonial America](#) and [Settlement](#) texts, selected primary document sets from [Jamestown](#) and Plymouth ([The First Thanksgiving](#), [Plymouth Colony Archive Project](#) (teacher should determine excerpts), [Houses in Plymouth Colony](#), [Cooking and Food in Plymouth Colony](#), [Clothing in Plymouth Colony](#), [The Massachusetts Settlements](#) (paragraphs 5-7 only)), [Jamestown](#), and [Jamestown Settler Describes Life in Virginia](#), [map of the transatlantic slave trade](#)

Instructional Process:

1. Display a [timeline](#) with dates of major European exploration, early colonies. Say: “Over a hundred years after Columbus sailed the ocean blue, the first permanent European settlers came to North America. Life in the North America was extremely different from colony to colony. We are going to investigate why two colonies, Jamestown and Plymouth, ended up so different.”
2. Write the word *colony* on the board and read or project the following definition³³:
 - colony: An area that is controlled by or belongs to a country and is usually located far away from it
3. Distribute a [blank colonial map](#). Have students label Virginia and Massachusetts. Then have them label the Jamestown (Virginia) and Plymouth (Massachusetts) colonies.
4. Say: “These are two of the earliest colonies in the Americas. Why did European colonists start on the East Coast? Why didn’t they colonize California?” Call on a student to answer. Say: “Yes, the East Coast of North America is the closest to Europe. The story of the United States starts on the East Coast with these colonies. Most of the land westward won’t be explored by the English for many more years. As we saw on our [timeline](#), there were other European explorers in the west.” Display the timeline again and ask: “What European nation was exploring in the west?” Read the names of some explorers from the timeline to help guide students. Then, ask students to look again at their colonial maps of Jamestown and Plymouth. Ask: “What do you notice about the location of both colonies?” Allow students to draw multiple conclusions, one being that they are located along the coastline.
5. Instruct students to take out their atlases or maps from the previous unit for reference. Ask: “Based on the climate and geography of this area, what do you think life was like in each colony? Would there be any differences in climate between the locations of Plymouth and Jamestown? What benefits or difficulties might the geography or climate provide for the colonists? How might life and work be similar or different for Jamestown vs. Plymouth?” Allow students time to record their thoughts on each question, then have students

³³ From <https://www.merriam-webster.com/dictionary/colony>

share their thoughts with a partner.

6. Read [Colonial America](#) aloud. Have students answer the following questions:
 - Why did some English citizens want to migrate to the Jamestown or Plymouth colonies?
 - What did the colonists do to ensure their survival? (Encourage students to use the term *barter* or *trade* when discussing relations with Native tribes.)
 - What did Europeans have to barter, or trade with other groups in order to obtain help or food?
 - How did geography and/or climate affect the survival of the colonists?

Check for accuracy before moving on.

7. Direct students to research the Jamestown and Plymouth colonies. Divide the class in half, assigning each half to a colony. Provide the Jamestown group the source compilation [Jamestown](#) to learn about the colony. Provide the Plymouth group a few of the following sources to learn about the colony: ([The First Thanksgiving](#), [Plymouth Colony Archive Project](#) (teacher should determine excerpts), [Houses in Plymouth Colony](#), [Cooking and Food in Plymouth Colony](#), [Clothing in Plymouth Colony](#), [The Massachusetts Settlements](#) (paragraphs 5-7 only). Have students read the selected sources for their colony and answer the same questions from above. Say: “Make sure you are becoming an expert on your colony because you will have to teach a classmate from the other group.” Allow students to work in pairs within their groups.
8. [Use stand up, hand up, pair up](#) for students to find a partner. As their peer is presenting, students should take notes.
9. Have students return to their seats. Ask: “How was life different in these two colonies? Did Plymouth and Jamestown end up so different because of the people or the land?” Have students write a short paragraph making a clear claim asserting either land or people and supporting with evidence from their sources. Circulate to read student responses. Call on several students with conflicting answers to debate.
10. Say: “We learned that Jamestown had a particularly difficult first winter. Years later, the colony would be counted as a success. We are about to investigate how that transformation occurred.”
11. Provide students with copies of [Jamestown](#). Have students identify and write the challenges faced by settlers and how they overcame those challenges. Read [Jamestown](#) aloud to the class.
12. Facilitate a short discussion on the settlers and labor required to make Jamestown a success. Encourage students to use the [conversation stems](#) during their discussion and provide evidence from their outside knowledge to support their evaluations of the colony.
13. Say: “There was an important, and significant, element that helped turn Jamestown into a successful colony.”
14. Write the word *slave* on the board, and read or project the following definition³⁴:
 - A person who is the legal property of another.
15. Say: “Slavery in the Americas started long before the United States even existed and continued all the way until the Civil War ended in 1865. Today, we will connect how geography influenced the adoption of slavery in southern colonies.” Note: Teachers may reference this [article](#) about teaching slavery in elementary school.
16. Display a [map of the transatlantic slave trade](#). Ask: “Where did slaves come from? How were they brought to the Americas?” Show pictures from [The Middle Passage](#) and read the [following](#). Ask students to make a comparison between the forced migration of Africans and the voluntary migration of the colonists.

³⁴ From <https://en.oxforddictionaries.com/definition/slave>

17. Display a [map of Triangular Trade](#). Ask students to draw a map of the continents from memory, then draw a triangle over the Atlantic Ocean. Explain and model on the map that valued goods were bartered in Africa for slaves, which were sent to the Caribbean colonies where some were traded for goods before the remaining goods and slaves were unloaded at major ports for sale, while raw materials were collected from merchants and farmers for the return voyage to Europe. Conduct a brief discussion about the importance of slavery within the Triangular Trade system. Was slavery vital to the economies of colonies and Europe? Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and their outside knowledge to support their answers. Possible questions:
- Why was slavery more important in Virginia and other Southern colonies than in Plymouth?
 - Did all colonies have the same type of economic activity or the same available raw materials?
 - How did geography and climate impact the uneven expansion of slavery throughout the colonies?
18. Have students discuss in groups: Which is ultimately more influential in the development of new settlements: people or geography? Then, direct students to write a paragraph answering the same question. Tell students to use evidence gathered from the unit to develop and support their answers.

Colonial America³⁵

European nations came to the Americas to increase their wealth and broaden their influence over world affairs. The Spanish were among the first Europeans to explore the New World and the first to settle in what is now the United States.



colonies.

The Pilgrims landing on Plymouth Rock, December 1620

By 1650, however, England had established a dominant presence on the Atlantic coast. The first colony was founded at Jamestown, Virginia, in 1607. Many of the people who settled in the New World came to escape religious persecution. The Pilgrims, founders of Plymouth, Massachusetts, arrived in 1620. In both Virginia and Massachusetts, the colonists flourished with some assistance from Native Americans. New World grains such as corn kept the colonists from starving while, in Virginia, tobacco provided a valuable cash crop. By the early 1700s enslaved Africans made up a growing percentage of the colonial population. By 1770, more than 2 million people lived and worked in Great Britain's 13 North American

³⁵ This passage is created by America's Library by the Library of Congress. It is available online at http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html.

Jamestown³⁶

Jamestown Was Established May 14, 1607

The Virginia Company of England made a daring proposition: sail to the new, mysterious land, which they called Virginia in honor of Elizabeth I, the Virgin Queen, and begin a settlement. They established Jamestown, Virginia, on May 14, 1607, the first permanent British settlement in North America. Though determined, these settlers did not know what severe challenges they would face.



This 1639 church tower was one of the few remnants of the Jamestown Settlement visible in the 1890s, when the picture was taken.

Half of the Jamestown settlers were artisans, craftsmen, soldiers, and laborers, including a tailor, a barber, and two surgeons among them. The other half were "gentlemen," men of wealth who did not have a profession, and who may have underestimated the rough work necessary to survive in the New World. After eight months, only 60 of the 214 pioneers were still alive. Among the survivors was Captain John Smith, adventurer and explorer. Despite the hardships, he kept the colony going with his solid leadership those first two years, as Jamestown grew to 500 with new arrivals from England. After he left in 1609, however, more trouble came.



This map was created by Captain John Smith, showing the new settlement of Jamestown, Virginia.

Weather conditions were rough and supplies were low. Only 60 of the 500 colonists survived the harsh winter that followed Smith's departure. Jamestown, though it possessed a good harbor, was swampy, infested with mosquitoes, and

³⁶ This passage is created by America's Library by the Library of Congress. It is available online at http://www.americaslibrary.gov/jb/colonial/jb_colonial_jamestown_1.html.

lacked freshwater sources. The people fought against disease, famine, and the Algonquian Indians, whose land the British settlers now claimed. The Algonquian chief, Powhatan, at first allowed the visitors to settle, build, and farm in his territory, but as more and more came, he grew tired of the colonists' expansion on his land. Some of the tribe attacked settlers working in the fields.



This charter for the Virginia Company of London, written in 1606, allowed the company to send people to North America and start the colony of Jamestown.

But there were some years of peace and prosperity. Peace came when Pocahontas, daughter of chief Powhatan, married John Rolfe, a tobacco farmer in Jamestown. Also, new supplies and leadership eventually arrived from England. An event of momentous consequence took place in 1619, when a Dutch slave trader exchanged a cargo of captive Africans for food. The Africans became indentured servants, trading labor for shelter and eventual freedom. They were among the first African Americans in the colonies. Racial slavery would not become a common occurrence until 1680. For all, the struggle for land and survival continued, but Jamestown was just the beginning. What else do you know about early settlers in North America?



A 23-year old Virginia Algonquian man, wearing a necklace and head ornaments, and with facial markings in 1645.

Unit Two Assessment

Description: Students will write an essay answering the question: How do exploration & colonization change populations, boundaries, and land?

Suggested Timeline: 2 class periods

Student Directions: Use your knowledge of history and your resources from the unit to write a short essay answering the question: How do exploration & colonization change populations, boundaries, and land? As you write, consider the motivations for exploration and colonization, impacts of exploration on Europe and the Americas, challenges faced by colonists, and the development of economic activities in the colonies.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 4.1.1, 4.1.2, 4.2.3, 4.5.1, 4.5.2, 4.5.3, 4.9.2. They also meet the expectations for [ELA/Literacy Standards](#): W.4.2

Unit Three Overview

Description: Students explore the formation of the United States of America, from the eve of the American Revolution through the creation of the new government.

Suggested Timeline: 7 weeks

Grade 4 Content	
Governing a New Nation	How can conflict and compromise change a nation?

Topics (GLEs):

1. [Rebellion to Revolution](#) (4.1.1, 4.1.2, 4.1.4, 4.1.7, 4.2.2, 4.2.4, 4.7.2)
2. [Developing a Government](#) (4.1.5, 4.7.1, 4.7.2, 4.7.3, 4.7.4)
3. [Citizenship](#) (4.8.1, 4.8.2, 4.8.3, 4.8.4)

Unit Assessment: Students will engage in a Socratic seminar answering the question: How can conflict and compromise change a nation?

Unit Three: Governing a New Nation	Topic One: Rebellion to Revolution Topic Two: Developing a Government Topic Three: Citizenship
Key Connections: <ul style="list-style-type: none"> • <i>British colonial policies motivated the founders of the United States to fight for a representative government.</i> • <i>The Constitution of the United States has been amended over time to better reflect the ideals contained in the Declaration of Independence</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States	<ul style="list-style-type: none"> • Explain the difference between the opinions of the Loyalists and Patriots during the time of the American Revolution • Identify the founding fathers and explain how they were suited to draft the constitution
4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States	<p><i>4.2.4 as it relates to events leading up to the American Revolution</i></p> <ul style="list-style-type: none"> • Discuss events leading up to the American Revolution, and explain why those events would cause colonists to declare independence (The Sugar Act, The Stamp Act, The Townshend Revenue Act, The Tea Act, The Intolerable Acts) • Explain key events leading up to the American Revolution, why those events occurred, and what they accomplished (the Boston Massacre, the Boston Tea party, Battles of Lexington and Concord) • Explain the effects of the American Revolution (a new nation is born and the new America has to figure out how to govern itself and keep its economy running separate from Britain, many loyalists leave the U.S. to live elsewhere) <p><i>4.2.4 as it relates to events leading up to the Modern Era</i></p> <ul style="list-style-type: none"> • Discuss how voting rights expanded from the founding of the United States through the Civil Rights Era (white male landowners were the only voters when the U.S. was founded, all white males, African American men, all women, and Native Americans gained the right to vote later through social movements) • Explain the purpose and importance of major protests of the civil rights movement (historic lunch-counter sit-ins, Montgomery bus boycott, and the march on Washington for jobs and freedom) • Explain the purpose and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 • Explain how the civil rights movement impacted and changed the culture of the U.S.

	<ul style="list-style-type: none"> Explain ways that women were successful in achieving voting rights between 1848 and the 1920s (Seneca falls convention, the passage of the 19th amendment)
<p>4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process</p>	<ul style="list-style-type: none"> Explain what an amendment to the constitution is Explain what the Bill of Rights is, why it was created, and what rights are protected within it Determine the purpose of the 14th amendment to the Constitution, and what rights and privileges that amendment protects Explain what it means for a citizen to be denied the right to vote, and discuss discriminatory practices to try and block voting at points in American history (literacy tests, poll taxes) Explain how the ruling in the case Plessy v. Ferguson related to the 14th amendment, and how Brown v. Board of Education interpreted the result differently
<p>4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights</p>	<ul style="list-style-type: none"> Explain the major grievances the colonists had with King George III in the Declaration of Independence Explain the type of government the colonists want, as expressed in the Declaration of Independence
<p>4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution</p>	<ul style="list-style-type: none"> Explain what the preamble to the Constitution requires of the U.S. government to preserve America as a republic
<p>4.7.4 Differentiate between the structure and function of the three branches of federal government</p>	<ul style="list-style-type: none"> Identify the key people, groups, and jobs for each branch of government Identify the checks and balances for the three branches of government Explain why the founding fathers created a separation of powers, and how the separation of powers reflects the ideals of the Declaration of Independence and Preamble to the Constitution
<p>4.8.2 Differentiate between citizens' rights, responsibilities, and duties</p>	<ul style="list-style-type: none"> Define and identify what rights and responsibilities are <ul style="list-style-type: none"> Rights: freedoms listed in the bill of rights, plus voting, run for elected office, and the freedom to pursue "life, liberty, and the pursuit of happiness." Responsibilities: support and defend the constitution; stay informed on issues affecting your community; participate in the democratic process, respect and obey federal, state, and local laws; respect the rights, beliefs, and opinions of others; participate in your local community; pay taxes honestly and on time to federal, state, and local authorities; serve on a jury when called upon, defend the country if the need should arise

	<ul style="list-style-type: none"> • Explain why it's important for citizens to have both rights and responsibilities • Explain why voting is such an important right for citizens and why many groups have fought for and gained the right to vote
4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy	<ul style="list-style-type: none"> • Explain how citizens can strengthen their community by embracing their rights and responsibilities (being an informed voter, advocating for everyone's rights)
4.8.4 Explain how good citizenship can solve a current issue	<ul style="list-style-type: none"> • identify qualities of citizens that help to solve current issues (self-starter, leader, persistent) • Explain how civic engagement can solve issues in a student's community and provide examples.
4.9.5 Describe how government pays for goods and services through taxes and fees	<ul style="list-style-type: none"> • Explain why the British government imposed the tax acts on the colonies • Identify services the British government provided colonists through taxes (protection)
4.1.1 Construct timelines of historical events	<ul style="list-style-type: none"> • Construct a timeline of British colonization in the U.S. through the founding of the United States
4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States	<ul style="list-style-type: none"> • Use a timeline of the events leading up to the American Revolution to explain why colonists fought for independence from Great Britain. • Use a timeline of events related to voting rights to explain how the right to vote was expanded over time.
4.1.4 Produce clear and coherent writing to: <ul style="list-style-type: none"> • compare and contrast past and present viewpoints on a given historical topic • conduct simple research • summarize actions/events and explain significance • differentiate between the 5 regions of the United States 	<i>Options to cover 4.1.4 in this unit:</i> <ul style="list-style-type: none"> • Compare and contrast the viewpoints of the Patriots and the Loyalists leading up to the American Revolution • conduct simple research on how citizens exercise their rights and responsibilities • summarize the actions and events of the American Revolution and explain its significance to the United States of America • Explain how the development of the Constitution supported the beliefs of the founding fathers and their grievances from imposed British policies • Analyze the expansion of rights granted from the time the Constitution was ratified, to present day
4.1.5 Explain the historical significance of U.S. political symbols	<ul style="list-style-type: none"> • Discuss the different features of the American Flag and explain its overall significance (stars, stripes, what the flag represents, why it's an important symbol)

	<ul style="list-style-type: none"> • Discuss how the Liberty Bell and the Statue of Liberty represent the freedom of the American People
4.1.7 Summarize primary resources and explain their historical importance	<ul style="list-style-type: none"> • Read and understand excerpts from the Declaration of Independence, the Preamble, the Bill of Rights, and the Articles of the Constitution
4.8.1 Identify the key requirements to become a United States citizen	<ul style="list-style-type: none"> • Identify the requirements for citizenship as born in the U.S., or born in a foreign country but having one parent born in the U.S. • Explain what naturalization is, and determine the qualifications for becoming a naturalized U.S. citizen •
4.9.4 Investigate the relationship between supply, demand, and price	<ul style="list-style-type: none"> • Use the terms supply and demand to explain the effects of British economic policies imposed on the colonists (Tea act, taxes).
4.9.7 Explain why individuals and businesses engage in barter and trade	<ul style="list-style-type: none"> • Explain why trade was necessary in the colonies (had to trade to get manufactured goods and natural resources not present in the U.S.)

Unit Three Instruction

Topic One: Rebellion to Revolution (4.1.1-2, 4.1.4, 4.1.6-7, 4.2.2, 4.2.4, 4.7.2)

Connections to the unit content: Students learn that revolution leads to a new government system. In the American colonies, revolution meant the overthrow of a monarchy and tyrannical king in favor of a democracy and a brand new country. In many ways, the conflict of the American Revolutionary War occurred because of the unwillingness to compromise by the British. A lack of representation in Parliament and continued economic exploitation of the colonies made many colonists feel that their only course of action was to fight. Not only did conflict change Great Britain's imperial territories, it created an entirely new country: the United States of America.

Suggested Timeline: 15 class periods

Use this sample task:

- [Causes and Effects of the American Revolution](#)

To explore these key questions:

- What were the main colonial grievances that led to rebellion?
- How is the Declaration of Independence significant in United States history?
- What tactics did the colonists use leading up to the Revolution?
- What were the effects of the American Revolution?

That students answer through this assessment:

- Students write a paragraph answering: "Why did the American revolution occur?" As students write, have them consider colonial grievances, the Declaration of Independence, and the colonists' tactics leading up to the Revolution. Grade the written response using the [LEAP assessment social studies extended response rubric](#).

Grade 4 Instructional Task: Causes & Effects of the American Revolution³⁷

Unit Three: Governing A New Nation, Topic One: Rebellion to Revolution

Description: Students investigate causes and effects of the American Revolution. Students begin by examining the relationship between Britain and the American colonies, including the main colonial grievances. Students analyze the Declaration of Independence and explain its significance. Finally, students identify the overall significance of the American Revolution and its impact on borders today.

Suggested Timeline: 15 class periods

Materials: [Original 13 colonies](#) map, sections 1-10 and 27-30 of *...If You Lived at the Time of the American Revolution* by Kay Moore, pages 2-9 of *Liberty!: How the Revolutionary War Began* by Lucille Recht Penner, [American Revolution Lesson 1](#), [American Revolution Lesson 2](#), [American Revolution Lesson 3](#), [American Revolution Lesson 4](#), [American Revolution Lesson 7](#), pages 50-53 of *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer, [American Revolution Lesson 26](#), [Text of Colonists' Breakup Letter](#), [Prereading Guide to the Declaration of Independence](#), Declaration of Independence Part 1: Close-Reading Guide ([blank](#) and [completed](#)), [Part 1 of the Declaration of Independence: Preamble](#), Declaration of Independence Part 2: Close-Reading Guide ([blank](#) and [completed](#)), [Part 2 of the Declaration of Independence: Grievances](#), [Declaration of Independence Part 3: Close-Reading Guide](#), [Part 3 of the Declaration of Independence: Conclusion](#)

Instructional Process:

1. Display side by side maps of the [original 13 colonies](#) with a British flag and a map of the [original United States](#) with the American flag. Say: "In the last unit, we learned about the earliest colonists to the Americas, long before the United States of America even existed. From 1607 until 1776, the colonies were under British rule and existed to benefit the British king. In this unit, we will learn that because the colonies weren't granted the full rights and representation that they wanted, they decided to separate from Britain and form an independent country."
2. Project a [blank timeline](#). Explain that we use a timeline to keep track of when events happened and that it is similar to a number line. Have students add Jamestown and the date 1607, along with Plymouth and the date 1620. Have students record a detail specific to each colony, then have students share their details with two or three other students and add a new detail presented by a classmate. Then have students add the Declaration of Independence and the date 1776.
3. Write the words grievance, boycott, and revolution on the board, and read or project the following definitions:
 - grievance³⁸: an official statement of a complaint over something believed to be wrong or unfair

³⁷ This task is adapted from the [Why do Countries Declare Independence? Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

³⁸ <https://en.oxforddictionaries.com/definition/grievance>

- boycott³⁹: refuse to buy or handle (goods) as punishment or protest.
 - revolution⁴⁰: a forcible overthrow of government in favor of a new system.
4. Say: “For the colonists, the revolution not only led to a new system but an entirely new, independent country called the United States.” Use the following lessons from the English Language Arts Guidebooks 2.0 American Revolution unit to have students engage in background information on causes of the Revolution. Have students discuss how they would have felt as colonists.
 5. Provide each student with access to the cover art of *...If You Lived at the Time of the American Revolution* by Kay Moore and pages 2-5 of *Liberty!: How the Revolutionary War Began* by Lucille Recht Penner and conduct [Lesson 1](#) from the English Language Arts Guidebooks 2.0 American Revolution unit. As students review the text, have students identify if they are interacting with a primary or secondary source.
 6. Provide each student with access to pages 2-9 of *Liberty!: How the Revolutionary War Began* by Lucille Recht Penner and conduct [Lesson 2](#) from the English Language Arts Guidebooks 2.0 American Revolution unit. As students review the text, have students identify if they are interacting with a primary or secondary source.
 7. Provide each student with access to the first five sections of *...If You Lived at the Time of the American Revolution* by Kay Moore and conduct [Lesson 3](#) from the English Language Arts Guidebooks 2.0 American Revolution unit. As students review the text, have students identify if they are interacting with a primary or secondary source.
 8. Provide each student with access to the first five sections of *...If You Lived at the Time of the American Revolution* by Kay Moore and conduct [Lesson 4](#) from the English Language Arts Guidebooks 2.0 American Revolution unit. As students review the text, have students identify if they are interacting with a primary or secondary source.
 9. Provide each student with access to sections five through ten of *...If You Lived at the Time of the American Revolution* by Kay Moore and conduct [Lesson 7](#) from the English Language Arts Guidebooks 2.0 American Revolution unit. As students review the text, have students identify if they are interacting with a primary or secondary source.
 10. Say: “After the colonists decided to come together and fight the British, they needed to tell the British King and the world that they wanted to be an independent country. They did that with one of the most famous documents in United States history: the Declaration of Independence.”
 11. In advance of the lesson, write out a fake handwritten breakup letter modeled after the three-part structure of the Declaration of Independence using the [Text from Colonists’ Breakup Letter](#).
 12. Before students enter the room, crumble up the handwritten letter and place it inconspicuously on the floor as if it were accidentally left by a student.
 13. After the students arrive, pretend to discover the note and then read it aloud as if a student in the class wrote it.
 14. After reading the note to the class, reveal the real author of the note—the American colonists—and explain the nature of the Declaration of Independence as the most notorious and influential breakup letter ever written.
 15. Provide each student with a copy of the [Pre-reading Guide to the Declaration of Independence](#).
 16. Have students complete the [Pre-reading Guide to the Declaration of Independence](#).

³⁹ <https://en.oxforddictionaries.com/definition/boycott>

⁴⁰ <https://en.oxforddictionaries.com/definition/revolution>

17. Provide each student with a copy of the [Close Reading Guide for the Preamble](#) and [Part 1 of the Declaration of Independence: The Preamble](#). As students review the text, have students identify if they are interacting with a primary or secondary source.
18. Have students conduct a two-part close reading of the six sentences in the preamble to the Declaration of Independence to complete their [Close Reading Guide for the Preamble](#) using the steps below:
 - a. First, they read the text of the sentence and record one idea mentioned in the text.
 - b. Next, students read an explanation of the sentence and write their own description.
19. Say: “Part 2 of the Declaration of Independence includes the 27 grievances against King George III. These grievances represented a wide range of complaints. Thomas Jefferson wrote the grievances in a way that would appeal to everyday colonists. Jefferson wanted to convey the complaints that everyday people had as a way to build up support for the revolutionary act that the Declaration of Independence represented.”
20. Provide each student with a copy of the [Declaration of Independence: Part 2: Close Reading Guide](#) and [Part 2 of the Declaration of Independence: Grievances](#). As students review the text, have students identify if they are interacting with a primary or secondary source.
21. Assign a grievance to each student. Have students work in peer-editing pairs to help one another summarize their grievance. Allow students to present their summaries as the class reads through the grievances and complete their [Declaration of Independence: Part 2: Close Reading Guide](#).
22. Hand each student a [speech bubble template](#) for students to record their assigned grievance. Use student work for a class display.
23. Say: “Now we will read the conclusion to the Declaration of Independence. This conclusion was a critically important part of the declaration as it brought the argument that the colonies should be free together by describing what the colonists had done previously to try to solve their problems. With the pieces of the argument in place, the conclusion leads up to the actual statement of independence. That sentence, all 127 words, contains some of the most famous words in world history.”
24. Provide each student with a copy of the [Declaration of Independence: Part 3: Close Reading Guide](#) and [Part 3 of the Declaration of Independence: Conclusion](#).
25. Have students read [Part 3 of the Declaration of Independence: Conclusion](#). As students review the text, have students identify if they are interacting with a primary or secondary source.
26. As they read, have them use the [Declaration of Independence: Part 3: Close Reading Guide](#) to support their understanding.
27. After they have read the conclusion, students will rewrite the concluding argument. Rewriting historical text requires knowledge of the subject at hand, a good vocabulary, and an expressive way of thinking.
28. Facilitate a brief discussion in which students consider the reasoning behind the Declaration of Independence. Encourage students to use the [conversation stems](#) during the discussion. Possible questions:
 - What were the major grievances that the colonists had with King George III?
 - What are two main ideas, from the Declaration of Independence, that describe the type of government that the colonists want?
29. Say: “Declaring independence was not enough to obtain independence. The colonists had to force King George III, who did not want to lose control of his colonies in America, to accept colonial independence by fighting the

British in the American Revolution. The colonial patriots were victorious in the Revolutionary War, and were able to create their own independent nation which they called the United States. Now, we will read about the effects of the end of the war for people on both sides of the conflict.” Use the following lessons from the English Language Arts Guidebooks 2.0 American Revolution unit to explore the causes and effects of the American Revolution.

30. Have students locate their [blank timeline](#). Add Colonists win the American Revolution and the date 1783. Have students work with a partner to write a statement summarizing the main idea for the Declaration of Independence (1776) and a statement identifying the outcome of the colonists winning the American Revolution (i.e. The United States was created.)
31. Provide each student with access to the first five sections of *...If You Lived at the Time of the American Revolution* by Kay Moore and prepare to read aloud pages 50-53 of *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer and conduct [Lesson 26](#) from the English Language Arts Guidebooks 2.0 American Revolution unit.
32. Have students write a paragraph answering: “Why did the American Revolution occur?” As students write, have them consider colonial grievances, the Declaration of Independence, and the colonists’ tactics leading up to the Revolution. Grade the written response using the [LEAP assessment social studies extended response rubric](#).

Text of Colonists' Breakup Letter

I'm not sure how to start this letter but I feel we need to talk. I've been thinking about us a lot lately. Things used to be so great—it was like we were M.F.E.O. I mean everyone said it was perfect. I really thought we would be together forever but then things changed.

I feel like you started to take me for granted. You just started to do whatever you wanted and never even asked me about anything or how I felt.

I've been thinking about this for a while and I don't want to hurt you but I think it is time we broke up. I mean it's just not going to work. I need some time by myself to see what it is like on my own. I'm sorry things didn't work out but I do think YOU are the one to blame. Sorry but "US" is over.

The American Colonies

Used by permission of Dr. Eric Langhorst. <http://speakingofhistory.blogspot.com/2008/10/teaching-declaration-of-independence-as.html>.

Pre-reading Guide to the Declaration of Independence

Declaration of Independence Pre-read Prediction Think-Pair-Share Questions		
Questions	Why did you say this?	How confident are you? (Circle one.)
1. Who do you think wrote the Declaration of Independence?		<i>I am sure</i>
		<i>Not sure</i>
2. Why do you think the Declaration of Independence was written?		<i>I am sure</i>
		<i>Not sure</i>
3. When do you think the Declaration of Independence was written?		<i>I am sure</i>
		<i>Not sure</i>
4. What do you think the Declaration of Independence was about?		<i>I am sure</i>
		<i>Not sure</i>
5. To whom might the Declaration of Independence have been written?		<i>I am sure</i>
		<i>Not sure</i>

Declaration of Independence: Part 1: Close-Reading Guide

Close-Reading Guide for the Declaration of Independence—Part 1: Preamble	List the Main Idea
<p>Sentence 1: When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p>	
<p>Explanation: This first sentence says that if you are going to change your government you have to say why.</p>	
<p>Sentence 2: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.</p>	
<p>Explanation: This sentence describes the first big philosophical idea—natural rights. Natural rights mean that “all men are created equal.” Natural rights are “inalienable,” which means they cannot be taken away. Those rights include “life, liberty, and the pursuit of happiness.”</p>	
<p>Sentences 3 and 4: That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.</p>	
<p>Explanation: These sentences describe the second big philosophical idea—natural sovereignty. Natural sovereignty means governments get power from citizens. When governments do not protect people, it is “the right of the people” to change governments.</p>	
<p>Sentence 5: Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.</p>	

<p>Explanation: This sentence explains that people should use “prudence” or caution when changing governments. It also states that some “evils are sufferable,” which means people may put up with some mistakes by their government.</p>	
<p>Sentence 6: But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.</p>	
<p>Explanation: This sentence explains that sometimes government gets so bad that it has to be changed.</p>	
<p>Sentence 7: Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former systems of government.</p>	
<p>Explanation: This sentence explains that the colonists have put up with a lot. It also says that they are being forced to change their government. The word “constrains” means forced in this sentence.</p>	
<p>Sentences 8 and 9: The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.</p>	
<p>Explanation: These last two sentences introduce the next section of the Declaration of Independence, which is about the things the king did wrong. “Absolute tyranny” means the king wanted total control.</p>	

Declaration of Independence: Part 1: Close-Reading Guide (Completed)

Sentences from the Declaration of Independence	List the Main Idea
<p>Sentence 1: When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p>	<p>This sentence is recognizable to many and serves as an introduction to the important ideas that follow. The sentence contains several concepts that teachers may wish to explain, including political bands, separate and equal station, and Laws of Nature and of Nature’s God.</p>
<p>Sentence 2: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.</p>	<p>Teachers may want to explain the phrases “all men are created equal” and “inalienable rights.” Teachers may also introduce the idea that the rights listed in this sentence did not apply to everyone in 1776, including women, African Americans, or Native Americans.</p>
<p>Sentences 3 and 4: That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.</p>	<p>These sentences are about the first big philosophical idea— natural rights. Teachers may review the ideas of Enlightenment thinkers, such as John Locke, and how they influenced the authors of the Declaration of Independence.</p>

<p>Sentence 5: Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.</p>	<p>Teachers may want to pause and ask students to brainstorm specific parameters or rules for when a group can call for independence. It might also be helpful to ask students why the authors included this sentence.</p>
<p>Sentence 6: But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.</p>	<p>This sentence is about the second big philosophical idea—national sovereignty. Teachers may want to highlight the influence of John Locke and Enlightenment ideas on this sentence, too.</p>
<p>Sentences 7–9: Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.</p>	<p>Teachers may want to explain the term “absolute tyranny.”</p>

Part 1 of the Declaration of Independence: Preamble

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.

That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

This text is in the public domain.

Declaration of Independence: Part 2: Close Reading Guide

Close-Reading Guide for the Declaration of Independence—Part 2: Grievances		
Grievances in the Declaration of Independence	Helpful Hints	Write the Grievance in Your Own Words
1. He has refused his Assent to Laws, the most wholesome and necessary for the public good.	“Assent to laws” means the king gave his permission.	
2. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.	Governor may mean any lawmakers. “His Assent should be obtained” means until his permission is granted.	
3. He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.	“Relinquish the right of Representation in the Legislature” refers to colonists giving up representation in Parliament—Britain’s law-making body of government. “Inestimable” means priceless. “Formidable” means something to be afraid of.	
4. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.	“Legislative bodies” are places where laws are made. “Fatiguing” is to tire out. “Compliance” means obedience. “Measures” refer to laws.	
5. He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.	“Dissolved Representative Houses” means the king canceled meetings of colonial lawmakers.	
6. He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.	“After such dissolution, to cause others to be elected” means the king was not allowing elections to occur.	

<p>7. He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.</p>	<p>“Endeavoured” means attempted. “Obstructing the Laws for Naturalization of Foreigners” means the king was preventing people from moving into Native American territories.</p>	
<p>8. He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.</p>	<p>“Obstructed the Administration of Justice” likely refers to the king breaking laws. “Judiciary powers” refer to the powers of judges in the court system.</p>	
<p>9. He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.</p>	<p>“Tenure of their offices” refers to the length of time a judge would be in power.</p>	
<p>10. He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.</p>	<p>“A multitude of New Offices” were created to help enforce many of the acts Great Britain passed that angered the colonists.</p>	
<p>11. He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.</p>	<p>“Consent of our legislatures” refers to the approval of the colonial lawmakers and/or leaders.</p>	
<p>12. He has affected to render the Military independent of and superior to the Civil power.</p>	<p>“Render the Military independent of and superior to the Civil power” refers to the king making the military stronger than the people and not allowing the people any check over it.</p>	
<p>13. He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:</p>	<p>“Jurisdiction foreign to our constitution” refers to illegal laws. The use of the term “pretended” is sarcastic in this case.</p>	
<p>14. For Quartering large bodies of armed troops among us:</p>	<p>“Quartering” refers to the practice of forcing people to provide housing for soldiers.</p>	
<p>15. For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:</p>	<p>“Them” refers to British troops being automatically found innocent whenever they committed crimes against colonists because they were tried in Great Britain.</p>	
<p>16. For cutting off our Trade with all parts of the world:</p>	<p>Many colonists were forced to buy and/or trade for British goods only. The port of Boston was closed as punishment for the Boston Tea Party.</p>	

<p>17. For imposing Taxes on us without our Consent:</p>	<p>“Without our Consent” means without permission.</p>	
<p>18. For depriving us in many cases, of the benefits of Trial by Jury:</p>	<p>“Depriving” means to take away. A “Trial by Jury” is a trial in which one’s peers will determine guilt in a court case.</p>	
<p>19. For transporting us beyond Seas to be tried for pretended offences</p>	<p>Some colonists had to travel thousands of miles to be tried in British courts on false charges.</p>	
<p>20. For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:</p>	<p>The “neighbouring Province” refers to the American colonies. “Arbitrary government” means a government without support of the people. “Absolute rule” means total control.</p>	
<p>21. For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:</p>	<p>This refers to Great Britain getting rid of charters, laws, and local governments and replacing them with ones that limited colonial rule.</p>	
<p>22. For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.</p>	<p>“Suspending our own Legislatures” means to cancel the colonists’ law-making meetings.</p>	
<p>23. He has abdicated Government here, by declaring us out of his Protection and waging War against us.</p>	<p>“He has abdicated Government here” refers to King George III removing local and state governments.</p>	
<p>24. He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.</p>	<p>The word “plunder” means to steal. “Ravage” means to damage.</p>	
<p>25. He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.</p>	<p>The term “foreign Mercenaries” means soldiers hired to fight on behalf of another country.</p>	

<p>26. He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.</p>	<p>“Constrained” means to force. The king forced colonists to serve in the British navy.</p>	
<p>27. He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.</p>	<p>“Domestic insurrections” refer to conflicts between colonists and Native Americans that the British were encouraging.</p>	

Declaration of Independence: Part 2: Close Reading Guide (Completed)

Close-Reading Guide for the Declaration of Independence—Part 2: Grievances		
Grievances in the Declaration of Independence	Helpful Hints	Write the Grievance in Your Own Words
<p>1. He has refused his Assent to Laws, the most wholesome and necessary for the public good.</p>	<p>“Assent to laws” means the king gave his permission.</p>	<p>He didn’t make laws that were good for the people</p>
<p>2. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.</p>	<p>Governor may mean any lawmakers. “His Assent should be obtained” means until his permission is granted.</p>	<p>He won’t let governors pass laws to help their citizens without his permission.</p>
<p>3. He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.</p>	<p>“Relinquish the right of Representation in the Legislature” refers to colonists giving up representation in Parliament—Britain’s law-making body of government. “Inestimable” means priceless. “Formidable” means something to be afraid of.</p>	<p>He wouldn’t pass laws to help the colonies unless colonists gave up representation in Parliament.</p>

<p>4. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.</p>	<p>“Legislative bodies” are places where laws are made. “Fatiguing” is to tire out. “Compliance” means obedience. “Measures” refer to laws.</p>	<p>He made lawmakers travel unreasonably far to discourage them from participating.</p>
<p>5. He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.</p>	<p>“Dissolved Representative Houses” means the king canceled meetings of colonial lawmakers.</p>	<p>He has cancelled meetings with lawmakers because they opposed him.</p>
<p>6. He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.</p>	<p>“After such dissolution, to cause others to be elected” means the king was not allowing elections to occur.</p>	<p>He prevented elections from occurring.</p>
<p>7. He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.</p>	<p>“Endeavoured” means attempted. “Obstructing the Laws for Naturalization of Foreigners” means the king was preventing people from moving into Native American territories.</p>	<p>He tried to limit additional migration to the colonies and wouldn’t let existing colonists move west.</p>
<p>8. He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.</p>	<p>“Obstructed the Administration of Justice” likely refers to the king breaking laws. “Judiciary powers” refer to the powers of judges in the court system.</p>	<p>He refuses to appoint judges.</p>
<p>9. He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.</p>	<p>“Tenure of their offices” refers to the length of time a judge would be in power.</p>	<p>Judges depend on the king for a job</p>
<p>10. He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.</p>	<p>“A multitude of New Offices” were created to help enforce many of the acts Great Britain passed that angered the colonists.</p>	<p>He added more officials to harass the colonists.</p>
<p>11. He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.</p>	<p>“Consent of our legislatures” refers to the approval of the colonial lawmakers and/or leaders.</p>	<p>He always has an army watching us, even when we’re not at war.</p>

12. He has affected to render the Military independent of and superior to the Civil power.	“Render the Military independent of and superior to the Civil power” refers to the king making the military stronger than the people and not allowing the people any check over it.	He’s made the military more powerful than the people.
13. He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:	“Jurisdiction foreign to our constitution” refers to illegal laws. The use of the term “pretended” is sarcastic in this case.	He’s ignoring our laws in favor of his own.
14. For Quartering large bodies of armed troops among us:	“Quartering” refers to the practice of forcing people to provide housing for soldiers.	People forced to house and feed soldiers.
15. For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:	“Them” refers to British troops being automatically found innocent whenever they committed crimes against colonists because they were tried in Great Britain.	For letting British troops harm colonists without punishment.
16. For cutting off our Trade with all parts of the world:	Many colonists were forced to buy and/or trade for British goods only. The port of Boston was closed as punishment for the Boston Tea Party.	For not allowing colonies to trade with other countries
17. For imposing Taxes on us without our Consent:	“Without our Consent” means without permission.	For making colonists pay taxes without allowing them to vote
18. For depriving us in many cases, of the benefits of Trial by Jury:	“Depriving” means to take away. A “Trial by Jury” is a trial in which one’s peers will determine guilt in a court case.	Not allowing a fair trial for people accused of a crime
19. For transporting us beyond Seas to be tried for pretended offences	Some colonists had to travel thousands of miles to be tried in British courts on false charges.	For shipping colonists to Britain for crimes they didn’t commit
20. For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:	The “neighbouring Province” refers to the American colonies. “Arbitrary government” means a government without support of the people. “Absolute rule” means total control.	For taking complete government control over colonies
21. For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:	This refers to Great Britain getting rid of charters, laws, and local governments and replacing them with ones that limited colonial rule.	For taking away all power of local government

<p>22. For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.</p>	<p>“Suspending our own Legislatures” means to cancel the colonists’ law-making meetings.</p>	<p>For cancelling local law-making meetings</p>
<p>23. He has abdicated Government here, by declaring us out of his Protection and waging War against us.</p>	<p>“He has abdicated Government here” refers to King George III removing local and state governments.</p>	<p>For taking away local government</p>
<p>24. He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.</p>	<p>The word “plunder” means to steal. “Ravage” means to damage.</p>	<p>For hurting our land, towns, and people</p>
<p>25. He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.</p>	<p>The term “foreign Mercenaries” means soldiers hired to fight on behalf of another country.</p>	<p>For hiring more soldiers to hurt us</p>
<p>26. He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.</p>	<p>“Constrained” means to force. The king forced colonists to serve in the British navy.</p>	<p>For forcing our friends to turn against us</p>
<p>27. He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.</p>	<p>“Domestic insurrections” refer to conflicts between colonists and Native Americans that the British were encouraging.</p>	<p>For pitting Native Americans and colonists against each other</p>

Part 2 of the Declaration of Independence: Grievances

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers. He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

This text is in the public domain.

Declaration of Independence: Part 3: Close Reading Guide

Close-Reading Guide for the Declaration of Independence—Part 3: Conclusion	
The Final Charge against King George III	
Text from the Conclusion	What It Means
<p>In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.</p>	<p>What the colonist have done</p> <p>How the British have responded</p> <p>The character of the King</p>
The Colonists' Side of the Story	
Text from the Conclusion	What It Means
<p>Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations which would inevitably interrupt our connections and correspondence. They too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them as we hold the rest of mankind, enemies in war, in peace friends.</p>	<p>What the colonists have done</p> <p>Parliament was being unfair.</p> <p>Why the colonist came to America.</p> <p>The colonists are originally from England and believe the same things as the British.</p> <p>How the British have listened.</p> <p>The colonists can either be friends or enemies with the British.</p>
The <i>Actual</i> Declaration or Statement of Independence	
Text from the Conclusion	What It Means

WE, THEREFORE, the REPRESENTATIVES of the UNITED STATES OF AMERICA, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies solemnly publish and declare, That these United Colonies are, and of right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all allegiance to the British crown and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent states may of right do.

And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

The statement of independence.

A promise.

Part 3 of the Declaration of Independence: Conclusion

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations which would inevitably interrupt our connections and correspondence. They too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them as we hold the rest of mankind, enemies in war, in peace friends.

WE, THEREFORE, the REPRESENTATIVES of the UNITED STATES OF AMERICA, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies solemnly publish and declare, That these United Colonies are, and of right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all allegiance to the British crown and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

This text is in the public domain.

Unit Three Instruction

Topic Two: Developing a Government (4.1.1, 4.1.3-6, 4.7.1-4, 4.9.10)

Connections to the unit content: Students learn about the role of compromise in setting up a democracy. A country is more than just territorial, geographic boundaries. A government is necessary for a country to function and provide for its people. The newly formed United States needed a government to meet the needs of a diverse range of states and individuals spanning a large geographic region. The Constitution, the document that laid the framework for the US federal government, was created through a series of compromises made by the Founding Fathers. Additionally, conflict with a tyrannical king weighed heavily on the minds of the Founding Fathers. As a result, the Constitution creates a system of checks & balances and federalism in order to limit the power of a single ruler. The Founders also added a Bill of Rights to protect the individual rights of citizens, another nod to their desire for limited government power.

Suggested Timeline: 7 class periods

Use this sample task:

- [Developing a Government](#)

To explore these key questions:

- What role did the Founding Fathers play in the creation of the documents that shaped the United States?
- How have the United States democratic documents shaped the government's structure and functions?

That students answer through this assessment:

- Students will answer the following question in a paragraph: How does the US Constitution reflect the ideas of the Founding Fathers and the American Revolution? Grade the written response using the [LEAP assessment social studies extended response rubric](#).

Grade 4 Instructional Task: Developing a Government

Unit Three: Governing a New Nation, Topic Two: Developing a Government

Description: Students learn about the creation of the Constitution and explore its text in order to learn about the structure of the United States government.

Suggested Timeline: 7 class periods

Materials: [Map of U.S. Territorial Growth](#), [British flag](#), [first American Flag](#), [Deconstructing History: American Flag](#) from History.com, [Founding Fathers Gallery Walk](#) & graphic organizer ([blank](#)) and ([completed](#)), materials within [Activity 2: What the Preamble Means](#), [Three Branches of Government](#), [Constitution of the United States](#), Bill of Rights graphic organizer ([blank](#)) and ([completed](#))

Instructional Process:

1. Display the [Map of U.S. Territorial Growth](#). Say: “After the Revolutionary War, the United States was a new and independent nation, but we know that a country is more than just its boundaries on a map. A nation is composed of ideas, people, and government.”
2. Display a photo of the [British flag](#) next to the [first American Flag](#). Say: “As the new nation was born, so were new symbols of its freedom and independence from the British. One such symbol was the American flag.” Show the video, [Deconstructing History: American Flag](#) from History.com. Possible questions:
 - What do the stars and stripes on the flag represent?
 - What does the flag itself represent?
 - Why is the American flag such an important symbol?
3. Have students think back to what they learned about the causes and effects of the Revolutionary War. Ask: “Based on what we learned during our last lesson the Declaration of Independence, what were the ideas or core values of the newly formed United States?” Discuss as a class.
4. Say: “After the Revolution, it was up to the Founding Fathers to create a government for the nation that reflected these principles.”
5. Write the words *monarchy* and *democracy* on the board and read/project the following definitions:
 - Monarchy⁴¹: total rule by one person (a king or queen)
 - Democracy⁴²: a government in which the supreme power is held by the people
6. Have students compare and contrast the definitions and predict how government would have to change from a colonial monarchy to an independent democracy.
7. Have students brainstorm different groups that they are a part of. (e.g. family, church, clubs, sports teams, classes, etc...) Create a list on the board. In assigned pairs, have students discuss if each group is more similar to a monarchy or a democracy. Circulate to listen to conversations and check for accuracy.
8. Ask: “Which system of government would you rather live under, a monarchy or democracy? Why?” Have

⁴¹ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=monarchy>

⁴² <http://www.wordcentral.com/cgi-bin/student?book=Student&va=democracy>

- students discuss in pairs or groups. Then call on a few students to share with the whole group. Then ask: “When would a monarchy be a better option than democracy? Why did a monarchy become a poor choice to some American colonists?” Continue allowing students to discuss in pairs and then call on remaining groups to share their ideas.
9. Say: “Most of you recognized that a democracy gives power to more people. That is the system that the Founding Fathers set up. Before we examine the system itself, let’s get to know the men who created it.”
 10. Set up [gallery walk](#) stations with pictures and a brief, bulleted biography⁴³ for each of the following Founding Fathers: [George Washington](#), [John Adams](#), [Thomas Jefferson](#), [James Madison](#), [Alexander Hamilton](#), [James Monroe](#), and [Benjamin Franklin](#). Have students fill in the [Founding Fathers Graphic Organizer](#) as they complete the gallery walk. Lead a brief discussion about the character traits of the Founding Fathers.
 11. Have students reflect on the many jobs that each Found Father had throughout their lives. Ask students: “What skills would the Founding Fathers have learned from their various jobs that would have improved their ability to be leaders of their new nation?” Allow students time to brainstorm, then ask them to write a paragraph identifying two Founding Fathers whose background they believe gave them the best skills for leadership. Student paragraphs should identify specific skills for each Founding Father and describe how those skills benefitted them as a leader. Grade the written response using the [LEAP assessment social studies extended response rubric](#). Extension activity: Create a class display of the various jobs of the Founding Fathers with space for students to describe the valuable skills or knowledge that each job provided (i.e. surveyor - would understand America’s unique physical geography.)
 12. Write the word *constitution* on the board and ask students what comes to mind when they see this word. Record students’ responses on chart paper.
 13. Display the original [Constitution of the United States](#) so that students can see what the original document looked like. Ask students if the United States Constitution is a primary or secondary source.
 14. Project the ongoing [blank timeline](#). Have them add Constitution Ratified with the date 1787. Explain that “ratify” means to pass through the Congress and state legislatures. Say: “The Constitution was created because the United States was a new country and it needed a plan of government (the laws and people that run a city, state, or country). There are three parts of the Constitution:
 - The Preamble
 - The Articles
 - The Amendments”
 15. Follow the directions for [Understanding the Preamble](#)⁴⁴. Have groups present their interpretation of what their assigned phrase means. As each group speaks, have all students take notes.
 16. Define *republic* - *a state in which supreme power is held by the people and their elected representatives*.
 17. Ask: “What does the Preamble require government to do in order to preserve America as a republic?” Discuss as a group. Encourage students to use the [conversation stems](#) during the discussion. Then have students write 2-3 sentences summarizing the discussion. Remind students to make a clear claim and provide evidence. Check for accuracy and grade the written response using the [LEAP assessment social studies extended response rubric](#).

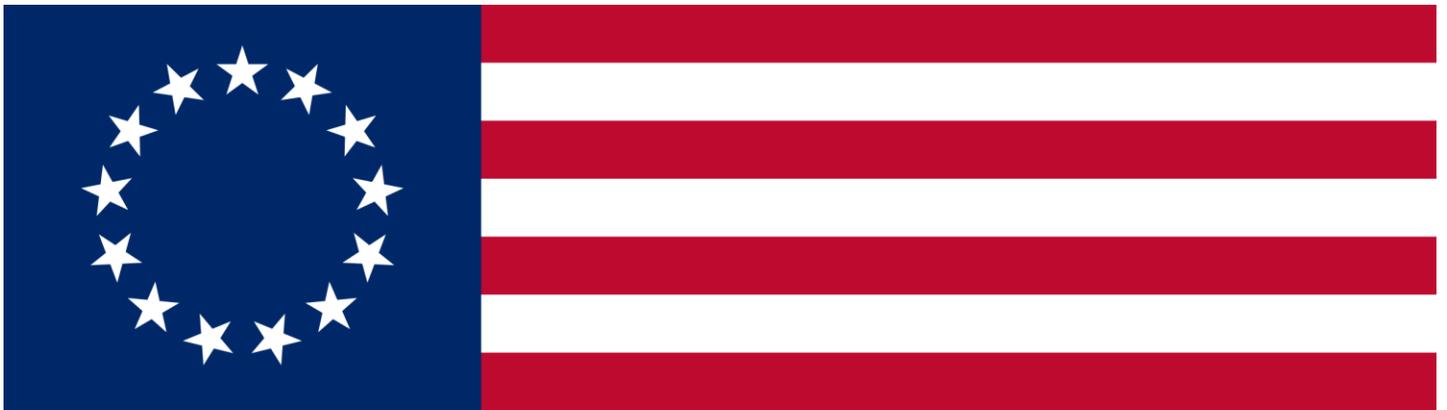
⁴³ <http://www.biography.com/people/groups/founding-fathers>

⁴⁴ This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

18. Say: “The Preamble tells us the purpose of our government. The Articles tell us exactly how the government is structured and what it can do.” Display a [Three Branches of Government](#). Say: “The Constitution creates 3 separate branches of government. This is called, separation of powers.” Assign students to groups or pairs. Have them engage with the content through [Activity 2: Separation of Powers](#).
19. Ask: “Why would the Founding Fathers create a separation of powers? How does this reflect the ideas of the Founding Fathers, Declaration of Independence and the Preamble to the Constitution?” Allow students to discuss in their groups before debriefing with the whole class. If necessary, remind students that the colonists revolted against a monarchy and the tyranny of an all-powerful king.
20. Say: “The Founding Fathers knew that for the Constitution to stand the test of time, it would need to be a living document that could be changed.”
21. Write the word *amend* on the board and read/project the following definition⁴⁵:
 - amend: to change something for the better
22. Ask: “Based on this definition, what is an amendment to the Constitution?” Have students discuss in pairs. Then call on one or two students for their answers. Say: “Amendments to the Constitution are changes made to improve the Constitution. The first ten amendments are called the Bill of Rights.”
23. Instruct students to get out their [blank timeline](#). Have them add Bill of Rights Ratified with the date 1791. Say: “The Bill of Rights was created to protect the individual rights of citizens. The Founding Fathers wanted to make sure that the government did not get too much power.”
24. Distribute a copy of the [Bill of Rights graphic organizer](#) to students. Follow this sequence for each amendment:
 - Read the original text aloud to the students. Have them following along with their finger or pencil, or utilize an annotation strategy for students to use as they read.
 - Ask students what rights are being protected by this amendment. Discuss this as a group. Then have students record their responses in the graphic organizer.
 - Independently, have students draw a picture to illustrate what the amendment protects from their own perspective.
25. Ask: “How does the Bill of Rights reflect the ideas of the Founding Fathers, the Declaration of Independence and the Constitution?” Discuss as a class.
26. Say: “Now that we have learned about all three parts of the Constitution, let’s connect the dots between our structure of government and the ideas of the Founding Fathers and our major government documents.” Have students write a paragraph answering the following question: “How do the three parts of the US Constitution reflect the ideas of the Founding Fathers and the Declaration of Independence?” Remind students to make a clear claim and provide evidence from each part of the Constitution. Check for accuracy and grade the written response using the [LEAP assessment social studies extended response rubric](#).

⁴⁵ <https://www.merriam-webster.com/dictionary/amend>

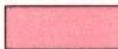
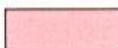
Side by Side Flags



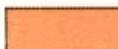
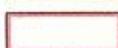
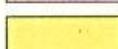
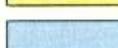
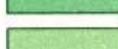
Map of Territorial Growth⁴⁶

TERRITORIAL GROWTH

COLONIAL PERIOD: 1775

-  Original Thirteen Colonies
-  Other British territories

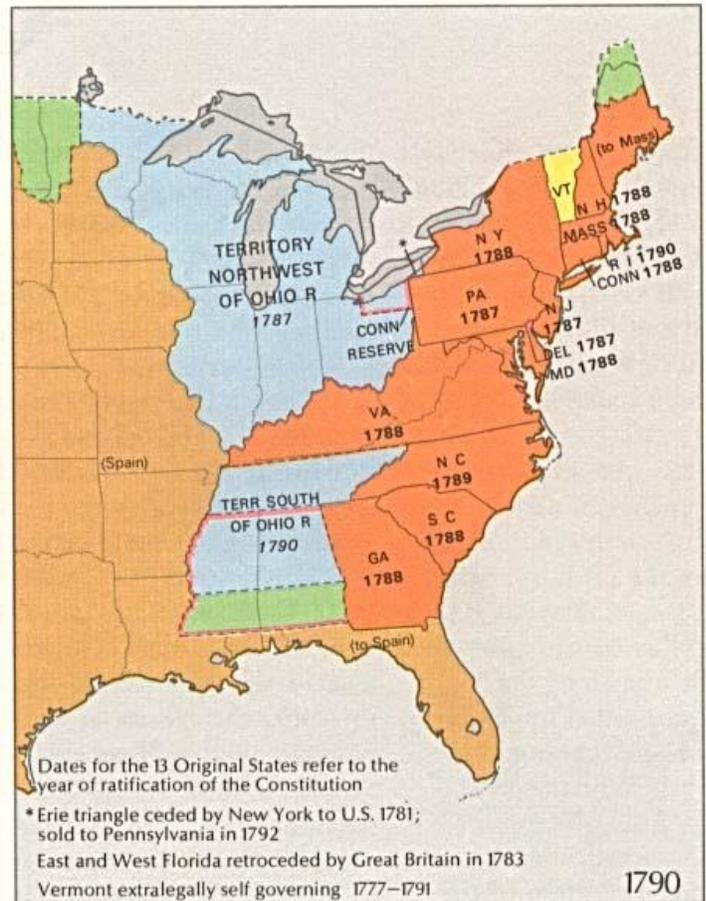
UNITED STATES: 1790–1920

-  States
-  State claims
-  Special status areas
-  Territories
-  Unorganized territories
-  Claimed areas
-  Foreign areas

- 1803** Dates of territorial acquisitions
- 1805** Dates of initial territorial organization
- (1809)** Dates of latest change within given time period
- 1812** Dates of admission to the Union

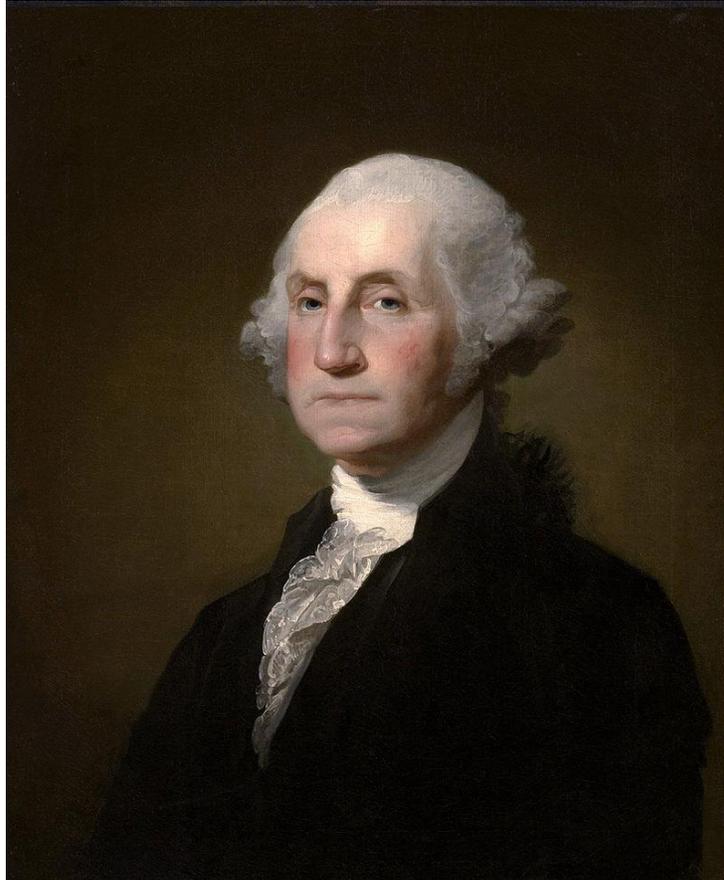
Map scale 1:34,000,000

Compiled by H. George Stoll, Hammond Incorporated, 1967;
rev. by U.S. Geological Survey, 1970



⁴⁶ This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at http://www.lib.utexas.edu/maps/united_states/us_terr_1790.jpg.

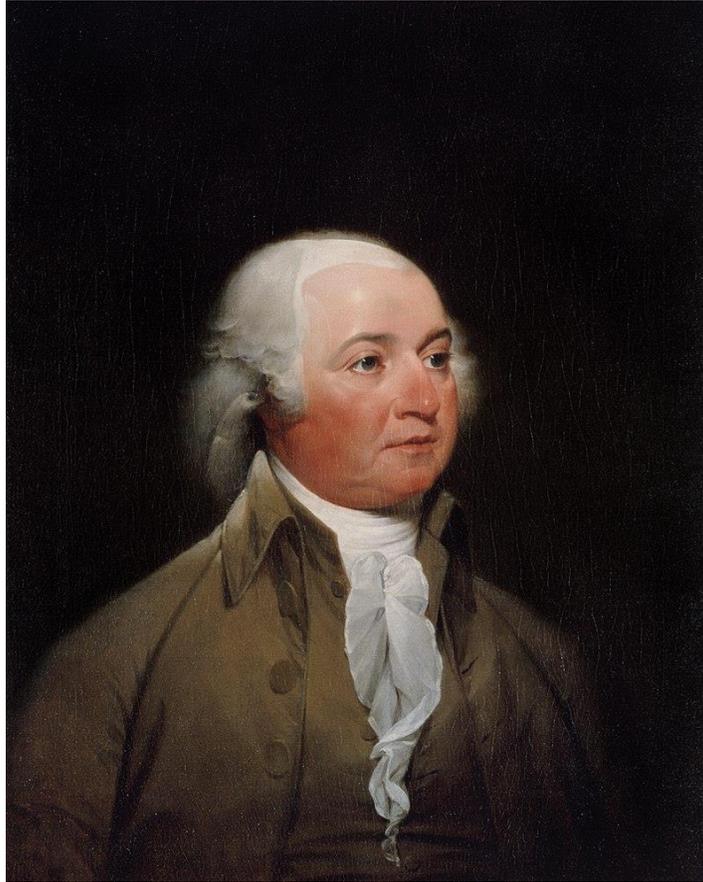
George Washington



By Gilbert Stuart - link, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=591229>

- George Washington was born on February 22, 1732 in the colony of Virginia
- He was born to a wealthy family who owned tobacco plantations and slaves, which he inherited
- He was a senior officer in the colonial militia during the French and Indian War.
- He was the commander-in-chief of the Continental Army during the American Revolution, winning the war against the British.
- After the American Revolution, he was elected the first president of the United States by the Electoral College.
- As president, George Washington promoted bipartisanship, a well-financed and debt-free national government, and not entering foreign wars. He was very popular with the American people.
- He died at his home in Mount Vernon, Virginia at age 67
-

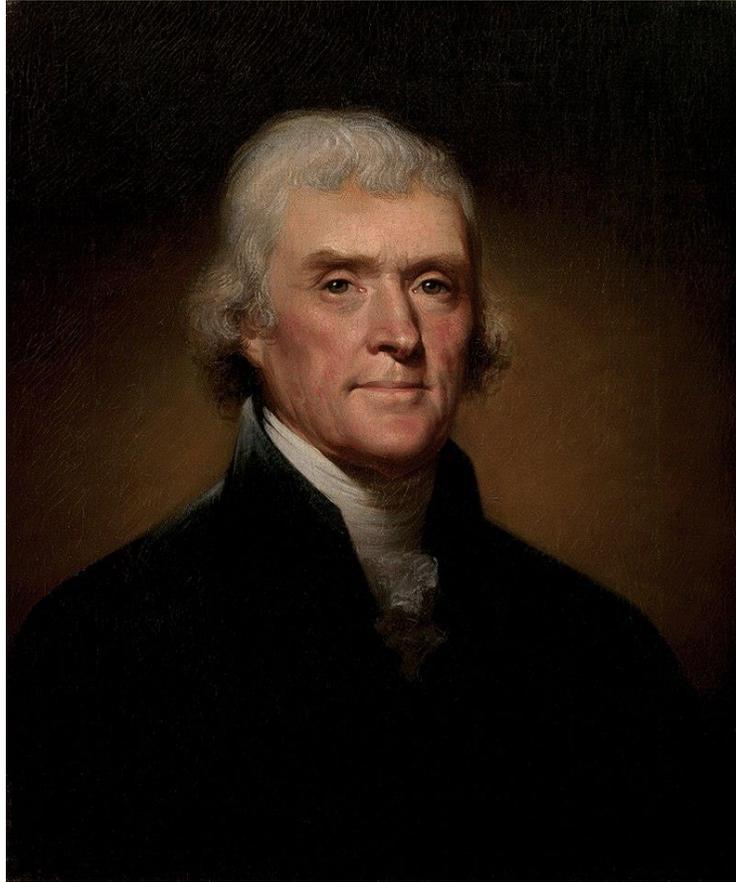
John Adams



By John Trumbull - <http://www.whitehousersearch.org/assetbank-whha/action/viewHome>, Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=20179126>

- John Adams was born on October 30, 1735 in the colony of Massachusetts.
- He was a lawyer, who defended the British Soldiers after the Boston Massacre, even though it was unpopular to do so.
- He was Massachusetts delegate to the Constitutional Convention, and aided Thomas Jefferson in writing the Declaration of Independence.
- He served as the first Vice President of the United States, under George Washington
- He was elected in 1796 as the second President of the United States, and served one term. He was the first president to live in the White House.
- He was defeated in the presidential election of 1800 by Thomas Jefferson.
- After losing the Election John Adams retired to his farm in Massachusetts with his wife Abigail, and died on July 4th, 1826 at 90 years old.
- His son, John Quincy Adams, became the 6th president.

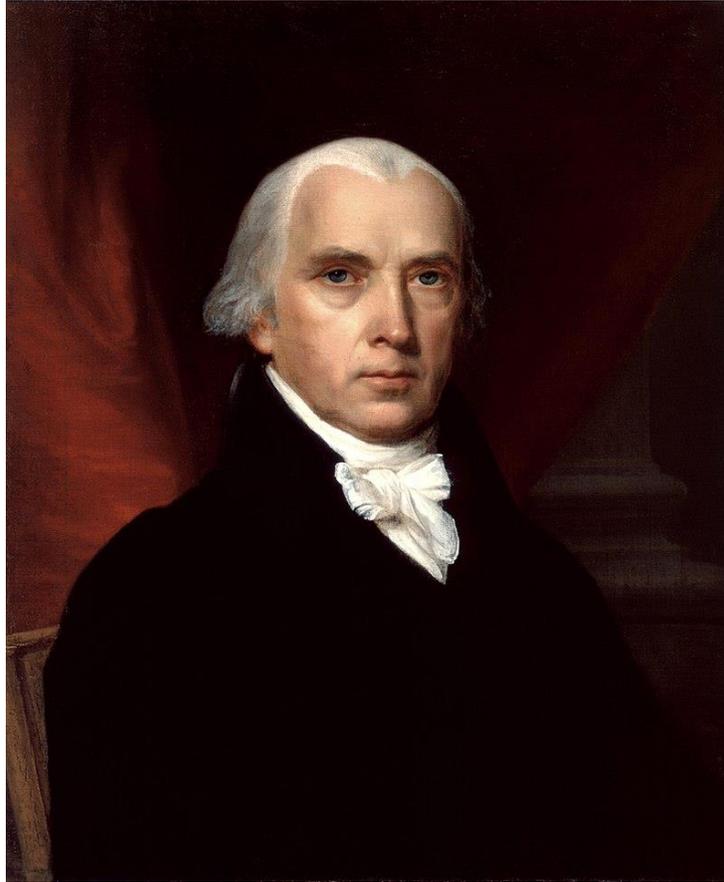
Thomas Jefferson



By Rembrandt Peale - <http://www.whitehousersearch.org/assetbank-whha/action/viewHome>, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=20179140>

- Thomas Jefferson was born on April 13th, 1743 in the Colony of Virginia to a wealthy plantation owning family
- He studied law at the College of William and Mary, and was the Virginia representative at the Continental Congress that adopted the Declaration of Independence.
- He served as Governor of Virginia during the American Revolution, and drafted laws on religious freedom.
- He was the nation's first Secretary of State, and was the second Vice President under John Adams
- He was elected as the third President of the United States in 1800, and was a founder, along with James Madison, of the Democratic-Republican Party. He was reelected in 1804 and served two terms.
- As president, Jefferson organized the Louisiana Purchase.
- After his presidency, Jefferson became an academic, and founded the University of Virginia. He died on July 4, 1826 at age 83 in Charlottesville, VA.

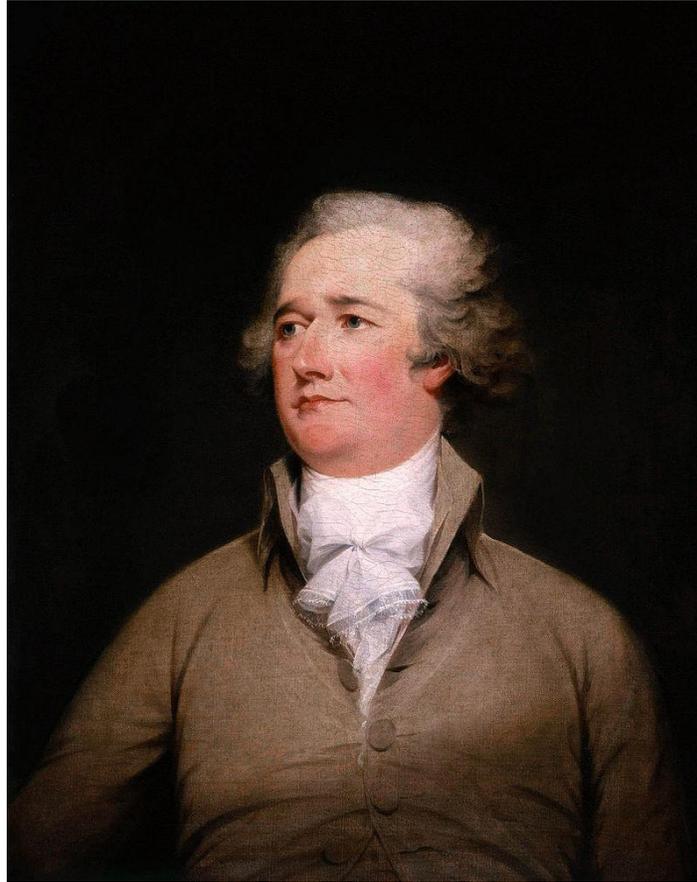
James Madison



By John Vanderlyn (1775–1852) - The White House Historical Association. The painting is in the White House collection[1], Public Domain, <https://commons.wikimedia.org/w/index.php?curid=1761716>

- James Madison was born on March 5th, 1751 in the Colony of Virginia to a wealthy tobacco planting family
- He served as a member of the Virginia House of Delegates and the Continental Congress.
- He is known as the “Father of the Constitution” because he played a pivotal role in drafting the U.S. Constitution and the Bill of Rights.
- Madison was elected to the United States House of Representatives
- Madison opposed a strong federal government, and to oppose the Federalist party of Alexander Hamilton, Madison and Thomas Jefferson formed the Democratic-Republican party.
- Madison served as Secretary of State when Thomas Jefferson was president, and supervised the Louisiana Purchase while in that role.
- James Madison was elected the 4th President of the United States and served two terms.
- James Madison died at 85 years old of heart failure at his home in Virginia.

Alexander Hamilton



By John Trumbull - <http://interactive.wxxi.org/highlights/2011/03/rediscovering-alexander-hamilton-wxxi-tv> image, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=73708>

- Alexander Hamilton was born on January 22nd, 1755 or 1757 (historians don't know the exact year) in Nevis, which is a small island in the Caribbean Sea.
- He became an orphan as a child, and was taken in by a rich merchant family who recognized his intelligence and talent, and sponsored him to attend college at King's College (now Columbia University), and after graduating he stayed in the Thirteen Colonies to make a life for himself.
- He was an influential promoter of the U.S. Constitution
- He was the first Secretary of the Treasury, and wrote George Washington's economic policies
- He was a founder of the Federalist political party
- He favored a strong central government and a strong executive branch
- Alexander Hamilton died in a duel with a political rival, Aaron Burr.

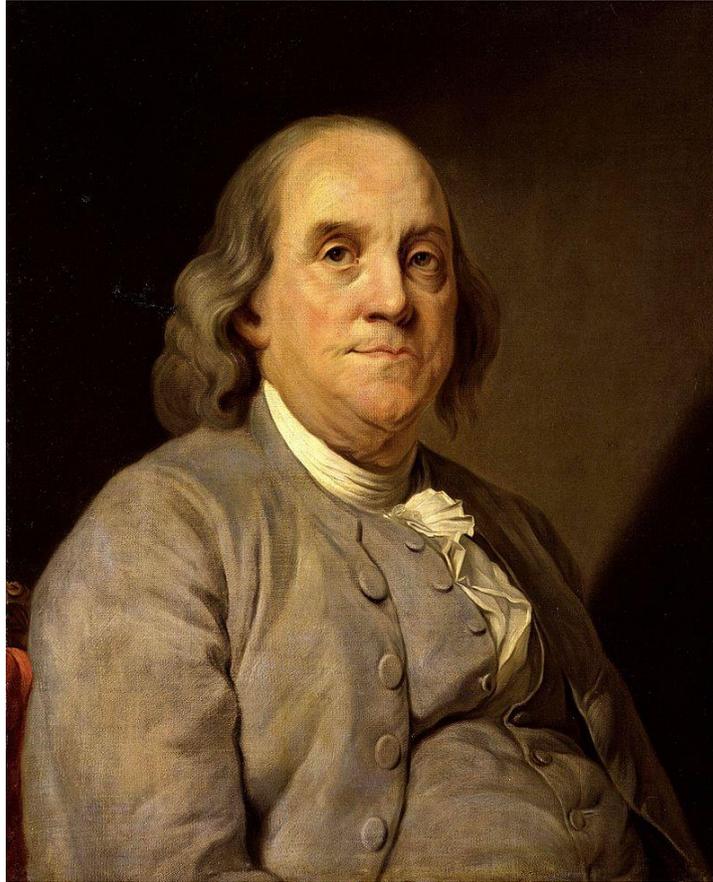
James Monroe



Public Domain, <https://commons.wikimedia.org/w/index.php?curid=26757>

- James Monroe was born April 28, 1758 in the Colony of Virginia to a wealthy planter family.
- He fought in the American Revolution and was injured at the Battle of Trenton.
- He studied law under Thomas Jefferson, and served as a delegate in the Continental Congress
- Monroe opposed ratification of the Constitution because he believed it gave too much power to the central government.
- He was part of the Democratic-Republican political party, and was a Senator for the state of Virginia.
- He was a diplomat in France, and helped negotiate the Louisiana Purchase.
- He served as the Secretary of State while James Madison was president
- Monroe was elected as the 5th president of the United States in 1816 and served two terms. He was the last president among the Founding Fathers
- Monroe died in New York City in 1831 at age 73.

Benjamin Franklin



By Joseph Duplessis - <http://www.npg.si.edu/exh/brush/ben.htm>, Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=52076>

- Benjamin Franklin was born in Boston, Massachusetts on January 17th, 1706. He was one of seventeen children.
- He moved to Philadelphia in his early 20s and worked as a newspaper publisher. He was also a scientist and an inventor. He invented bifocal glasses, and was known for his experiments with the lightning rod.
- Ben Franklin became popular in the Colonies when he led an effort to have Great Britain repeal the unpopular Stamp Act. He was also the American diplomat to France.
- During the American Revolution, he became the first U.S. Postmaster General.
- He served as the governor of Pennsylvania from 1785-1788.
- He is the only Founding Father that took part in writing all of the major documents of the founding of the U.S.: The Declaration of Independence, the Treaty of the Alliance with France, the Treaty of Paris, and the Constitution.
- He died of breathing difficulties at his home in Philadelphia when he was 84 years old.
- Ben Franklin is on the \$100 bill.

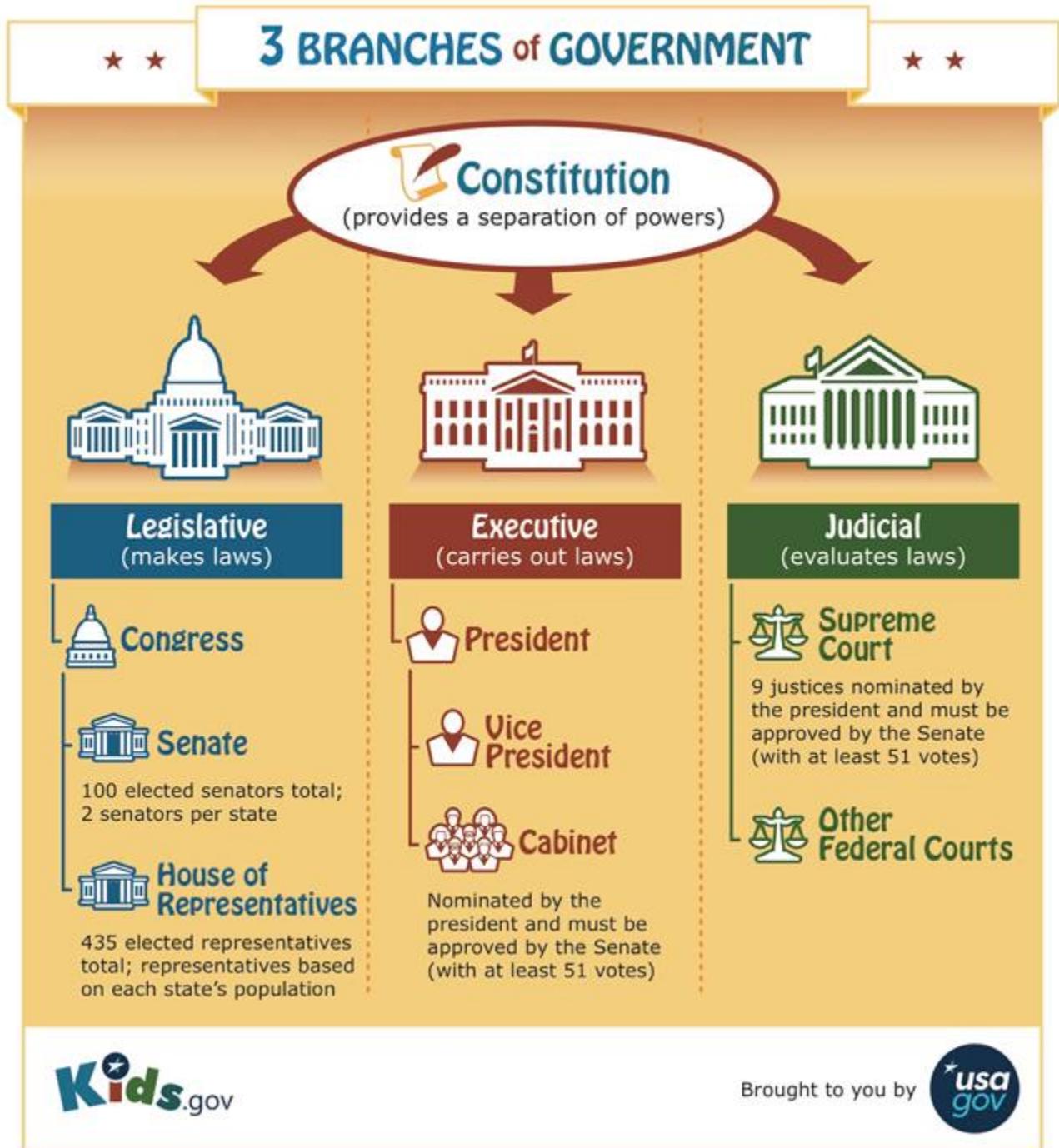
Founding Fathers Graphic Organizer

Founding Father	What state was he from?	How did he serve in colony before the Constitutional Convention?	What were his qualifications to represent his state?	Describe his background.
George Washington				
John Adams				
Thomas Jefferson				
James Madison				
Alexander Hamilton				
James Monroe				
Benjamin Franklin				

Founding Fathers Graphic Organizer (Completed)

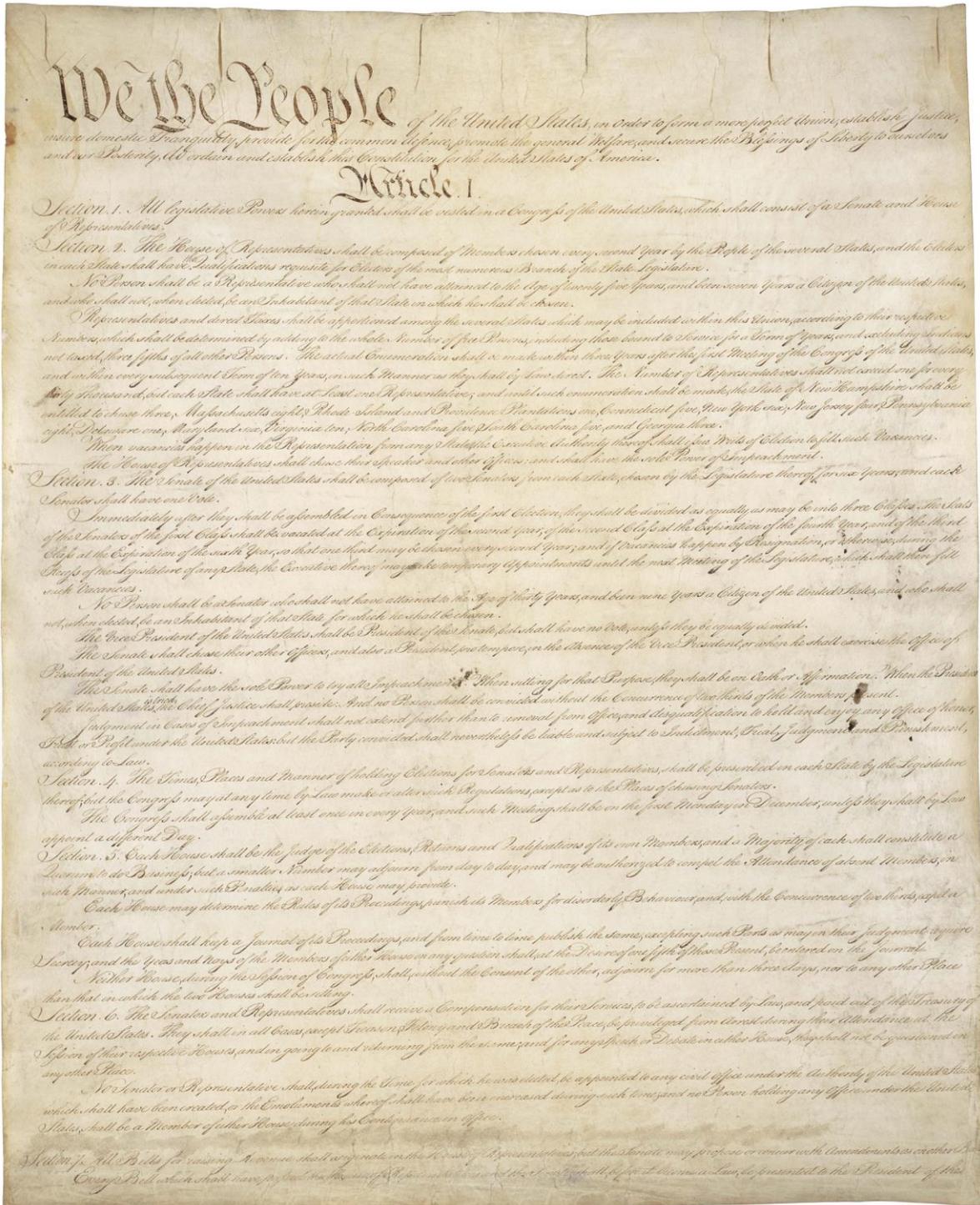
Founding Father	What state was he from?	How did he serve in colony before the Constitutional Convention?	What were his qualifications to represent his state?	Describe his background.
George Washington	Virginia	General of the Continental Army	War hero Called for boycott of British goods	Head of Mt. Vernon Estate (well off)
John Adams	Massachusetts	Elected to Massachusetts Assembly	Harvard graduate, prominent lawyer and lawmaker	Direct descendant of Puritans (well off)
Thomas Jefferson	Virginia	Served in the Virginia House of Burgesses, Wrote the Declaration of Independence	Early supporter of independence, wrote many political works	Planter elite
James Madison	Virginia	Orange County Committee of Safety	Political writer and served in the state legislature	Planter elite
Alexander Hamilton	New York	Officer in the Continental Army	War hero, adviser to George Washington, lawyer	Poor with a difficult childhood
James Monroe	Virginia	Officer in the Continental Army, served in the Virginia House of Delegates	War hero, studied under Thomas Jefferson	Moderately prosperous farmer
Benjamin Franklin	Pennsylvania	Writer, inventor, representative in the Pennsylvania Assembly	Helped draft the Declaration of Independence, negotiated the Treaty of Paris	Working class

Three Branches of Government⁴⁷



⁴⁷ This image is created by Kids.gov. It is available online at <https://kids.usa.gov/three-branches-of-government/index.shtml>.

The U.S. Constitution⁴⁸



⁴⁸ This text is in the public domain.

Bill of Rights Graphic Organizer

Number	Original Text	Rights Protected	My Picture
1	Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.		
2	A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.		
3	No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.		
4	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.		
5	No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due		

Number	Original Text	Rights Protected	My Picture
6	<p>In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.</p>		
7	<p>In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.</p>		
8	<p>Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p>		
9	<p>The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.</p>		
10	<p>The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.</p>		

Bill of Rights Graphic Organizer (Completed)

Number	Original Text	Rights Protected	My Picture
1	Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.	Free speech, press, assembly, petition, religion	
2	A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.	Bear arms	
3	No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.	No quartering of soldiers	
4	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.	Protection from unreasonable search and seizure	
5	No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law;	Double jeopardy, self-incrimination, due process	

	nor shall private property be taken for public use, without just compensation.		
Number	Original Text	Rights Protected	My Picture
6	In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.	Jury trial for criminal cases	
7	In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.	Jury trial for civil cases	
8	Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.	Protection from cruel and unusual punishment	
9	The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.	Rights not listed in the Constitution	
10	The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.	States rights	

Unit Three Instruction

Topic Three: Citizenship (4.1.4, 4.1.7, 4.2.2, 4.7.2, 4.8.1-4)

Connections to the unit content: Students learn that the role of citizens is critical to the functioning of democracy. Citizens have rights, responsibilities, and duties all of which contribute to a functioning government. Students will learn that “all men are created equal” was only true for a select few in early American history. Conflict within the United States and the active protest of the country’s people led to the expansion of rights to women and people of color. Just as the patriots demanded their rights from Britain, citizens are obligated to do the same, while protecting the rights of others, within a functioning democracy.

Suggested Timeline: 9 class periods

Use these sample tasks:

- [Becoming a Responsible Citizen](#)
- [Making Good on the Promise of Democracy](#)

To explore these key questions:

- Who did not receive the rights of full citizenship in early American history?
- What are the rights, responsibilities, and duties of citizens?
- What are the qualities of a good citizen?
- How can good citizenship solve problems?

That students answer through this assessment:

- Students answer the following question in a paragraph: “What is the role of the citizen in a democracy?” Remind students to make a clear claim and support with evidence. As they write, have students consider: the rights, responsibilities and duties of citizens, and ways good citizens solve problems within society. Collect this for a grade and score on an 8-point rubric.
- Students write an essay explaining their answer to the following question: How did the Civil Rights Movement impact the lives of African Americans?
- Assessment from lesson on women’s suffrage, [America Comes of Age](#), from the Library of Congress.

Grade 4 Instructional Task: Becoming a Responsible Citizen

Unit Three: Governing a New Nation, Topic Three: Citizenship

Description: Students learn about the rights and responsibilities of citizens in the United States and how a person becomes a citizen of the United States. Students learn that women and African Americans were not given the rights of full citizenship at the founding of the United States, overtime they fought for the rights that were promised to them by the Constitution.

Suggested Timeline: 9 class periods

Materials: Pages 1-2 from [Citizenship: Just the Facts, Rights and Responsibilities of U.S. Citizens](#), downloaded and listed materials from [Lesson 8- Kid Power](#), [Alex the Amazing Lemonade Stand video](#)

Instructional Process:

1. Display the definition of democracy. Ask: “Who has the power within a democracy?” Guide students to answer “the people.” Explain to students that any person born in this country is a natural born citizen, even if his or her parents are not. Point out that a person born in a foreign country who has at least one parent who is a United States citizen is also a natural born United States citizen.
2. Say: “The people who have power in a democracy are not all people but the citizens within the country. In this task, we will first learn how to become a citizen, the rights and responsibilities of a citizen, and then historical struggles by groups of Americans to gain the full benefits of citizenship.”
3. Write the word *naturalization* on the board. Explain to students that if you are not born a citizen of the United States, you may still become a citizen through a process known as *naturalization*.
4. Explain to students that there are three basic steps in the *naturalization* process by which people from foreign countries become United States citizens:
 - o Apply for naturalization
 - o Pass a naturalization interview and test
 - o Take an oath
5. Provide students with pages 1-2 from [Citizenship: Just the Facts](#).
6. Have students work in groups to determine the qualifications for becoming a naturalized United States citizen. Instruct each group to make a list of the qualifications they find on their chart paper. Be sure that students include the following qualifications:
 - o Be at least eighteen years old
 - o Have lived in the United States as a legal resident for at least five years
 - o Be of good moral character and loyal to the United States
 - o Be able to read, write, speak, and understand basic English
 - o Have a basic knowledge and understanding of the history, government structure, and Constitution of the United States
 - o Be willing to take an oath of allegiance to the United States
7. Say: “Now that we know how someone can qualify to be a citizen, let’s examine why they would want to do that. We will look at what rights one receives as a citizen and what responsibilities citizens have to help the

country.”

8. Distribute or project the [Rights and Responsibilities of U.S. Citizens](#). Assign students to pairs or groups. Explain that rights are what citizens get and responsibilities are what citizens give. Ask pairs to compare the rights and responsibilities listed.
9. Say: “Personal rights are protected by the law, but only some personal responsibilities are enforced by the law, such as paying taxes. Based on what we have discussed about our nation’s principles, outlined in the Declaration of Independence and Constitution, do you feel that citizens should have their rights protected whether they fulfill all of their responsibilities, like our current system, or should all responsibilities be mandatory for citizens to enjoy their rights?” Allow time for students to discuss in their groups. Then discuss as a class: “What are the positives and negatives of our system?” Remind them that there is no wrong opinion, but their answers should be backed up with details from the chart.
10. Ask: “Why is it important for citizens to have both rights *and* responsibilities?” Have students write their responses before discussing as a class.
11. Say: “Part of what makes the United States special is that citizens have the power and responsibility to improve and help their communities.”
12. Ask students to identify and discuss how the qualities, attributes or characteristics, and habits or practices of good citizens, like being caring, cooperative, friendly, honest, responsible, patient, motivated, showing initiative, being a problem solver, and using common sense would help in solving the problems.
13. Use [Lesson 8- Kid Power](#) from the Constitution Center to teach students how civic engagement can solve problems in the community and society at large. Note: If schools cannot access a copy of the book, *Alex the Amazing Lemonade Stand*, access it on video [here](#).
14. Have students answer the following question in a paragraph: “How can citizens strengthen their communities by embracing both their rights and their responsibilities?” Remind students to make clear claims and support with evidence. Collect this for a grade and score using the [LEAP assessment social studies extended response rubric](#).

Rights and Responsibilities of U.S. Citizens⁴⁹

Rights	Responsibilities
<ul style="list-style-type: none"> ● Freedom to express yourself. ● Freedom to worship as you wish. ● Right to a prompt, fair trial by jury. ● Right to vote in elections for public officials. ● Right to apply for federal employment requiring U.S. citizenship. ● Right to run for elected office. ● Freedom to pursue “life, liberty, and the pursuit of happiness.” 	<ul style="list-style-type: none"> ● Support and defend the Constitution. ● Stay informed of the issues affecting your community. ● Participate in the democratic process. ● Respect and obey federal, state, and local laws. ● Respect the rights, beliefs, and opinions of others. ● Participate in your local community. ● Pay income and other taxes honestly, and on time, to federal, state, and local authorities. ● Serve on a jury when called upon. ● Defend the country if the need should arise.

⁴⁹ This chart is created by U.S. Citizenship and Immigration Services. It is available online at <https://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities>.

Grade 4 Instructional Task: Making Good on the Promise of Democracy

Unit Three: Governing a New Nation, Topic Three: Citizenship

Description: Students learn that women and African Americans were not given the rights of full citizenship at the founding of the United States, overtime they fought for the rights that were promised to them by the Constitution.

Suggested Timeline: 5 class periods

Materials: [Section 1 of 14th Amendment of the Constitution of the United States](#), [Plessy v. Ferguson \(1896\)](#), [Transcript of Brown v. Board of Education \(1954\)](#), [Progression of Civil Rights Following the Civil War \(blank and completed\)](#), [Note-Taking Organizer for Protest Research \(blank and completed\)](#), [Historic Lunch-Counter Sit-In](#), ["Montgomery Bus Boycott,"](#) ["The March on Washington for Jobs and Freedom,"](#) [Progression of Civil Rights Legislation \(blank and completed\)](#), [Civil Rights Act of 1964](#), [Civil Rights Movement](#), [Voting Rights Act \(1965\)](#), [America Comes of Age](#)

Instructional Process:

1. Say: "Millions of people from other countries have decided to become naturalized citizens because they want to be a part of making the US a great country and enjoy the rights afforded to citizens. Over history, many people within the country also had to fight for their citizenship and their rights, especially the right to vote."
2. Ask: "Why did the Founding Fathers include amendments in the Constitution?" Discuss as a class. Remind students of that the Bill of Rights is the first 10 amendments to the Constitution.
3. Refer students to the timeline on p.2 from [Citizenship: Just the Facts](#). Ask: "Who had the right to vote when the US was founded? How did that change over time?" Have students work in pairs or groups to record in sequence how voting rights have changed in America. Model the first group in the sequence by writing *white male landowners* on the board. Ask the class to provide the next sequence and write *all white males* on the board under the first group, then allow time for student pairs to complete the sequence before sharing as a class.
4. Have students reflect on their sequence by discussing the following:
 - a. What details did not surprise you?
 - b. What details surprised you most?
 - c. Why do you think certain groups were restricted from or permitted voting rights at specific times?
 - d. Optional: Have students independently mark a group that they identify with and calculate how long it took that group to obtain voting rights.
5. Say: "Suffrage is one of the most important rights of citizens and also the one that many people have had to fight the hardest to receive."
6. Write the word suffrage on the board and project/read the following definition:
 - Suffrage: the right to vote, especially in political elections
7. Ask: "Why do you think voting is such an important right for citizens?" Remind students of taxation without representation from the American Revolution. Say: "Our vote is our voice. The right to vote is so important that people have been willing to sacrifice their lives for it."
8. Project the ongoing timeline with the following added:
 - 1776: Must be a white, male, property owner to vote
 - 1868: 14th Amendment: citizenship for African Americans
 - 1870: 15th Amendment: gives African Americans the right to vote (only men)
 - 1920: 19th Amendment: women's right to vote
 - 1971: 26th Amendment: changes the voting age from 21 to 18

9. Project the following excerpt from the Declaration of Independence with the word “all men” highlighted:
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.
10. Say: “When Thomas Jefferson wrote ‘all men,’ what did this mean in 1776’s society?”
11. Provide students with a copy of [Section 1 of 14th Amendment of the Constitution of the United States](#). Tell them they are going to analyze the text of the amendment to determine its purpose. Direct students to annotate the amendment and take notes during the task.
12. Read aloud section I of the 14th Amendment as students follow along.
13. Ask students to read aloud the amendment quietly with a partner, ensuring that the partners alternate reading aloud each line.
14. Reread aloud the first sentence to the class.
15. Ask students: “Who is this sentence is about?” [“all persons born or naturalized in the United States”] Then ask how they are described. [“They are citizen of the United States.”] As needed, explain that naturalization is the process of becoming a U.S. citizen if you are not born in the United States.
16. Reread aloud the first clause of the second sentence, “No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.”
17. Say to students: “‘To abridge’ means to reduce or take away. Turn to a partner and explain what this sentence means.”
18. Reread aloud the second clause of the second sentence, “Nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.”
19. Conduct a class discussion. Encourage students to use the [conversation stems](#) during the discussion. Possible questions:
 - a. What are states not allowed to do and to whom?
 - b. Who does the 14th Amendment define as U.S. citizens?
 - c. What is the purpose of the 14th Amendment?
 - d. What does it mean if a U.S. citizen is deprived of the right to vote?
 - e. If a U.S. citizen is sentenced to jail without a trial, have his rights been abridged? Why?
 - f. In your own words, what is this amendment saying?
 - g. The 14th amendment does not mention non-citizens. Does this mean that non-citizens have no protected rights? What rights might they have? (privacy/unlawful searches, due process, fair treatment, etc.)
21. Ask students what rights and privileges the 14th Amendment protects for U.S. citizens. Make a class list of those privileges.
22. Summarize for and/or show students a brief timeline of events from the end of the Civil War and Reconstruction to the Plessy v. Ferguson decision. Include the passage of the 14th Amendment and the Civil Rights Act of 1875 and its repeal in 1883. Also, provide an overview of the kinds of discriminatory practices employed, such as literacy tests and poll taxes to exclude African American men from voting and the creation of the Ku Klux Klan. As needed, access information at http://www.pbs.org/wnet/jimcrow/stories_events.html.
23. Provide students with a copy of the [Progression of Civil Rights Following the Civil War](#) handout. Tell students to complete the first column under 14th Amendment (1866). Review student responses and ensure students understand what the 14th Amendment was trying to do.
24. Provide an overview of the kinds of discriminatory practices employed, such as literacy tests and poll taxes to exclude African American men from their voting rights. As needed, access information at http://www.pbs.org/wnet/jimcrow/stories_events.html

25. Project [Plessy v. Ferguson \(1896\)](#) and direct students to consider as you read Source B aloud the answer to the question, “How did the ruling in Plessy v Ferguson relate to the 14th amendment?”
26. Read aloud [Plessy v. Ferguson \(1896\)](#).
27. Conduct a class discussion to share students’ analysis and understanding of the event. Ask them to record their notes during the discussion on the second column under Plessy v. Ferguson (1896). Possible guiding questions:
 - a. Why was Plessy arrested?
 - b. Why did Plessy’s lawyers argue that the 14th amendment was being violated when he was arrested?
 - c. What did the Supreme Court decide?
 - d. How did the Supreme Court’s ruling encourage segregation?
 - e. Where did segregation begin to occur in society as a result of the ruling?
 - f. Do you think the court’s interpretation of the amendment was accurate?
28. Explain to students that the Plessy v. Ferguson decision had many negative impacts on African Americans as it legalized many of the “Jim Crow” laws passed by states, then explain how the legalization of Jim Crow laws made segregation legal as well. Ask students for their explanation of segregation, and for examples.
29. Provide students with a copy of the syllabus from [Transcript of Brown v. Board of Education \(1954\)](#).
30. Ask students to read the syllabus from [Transcript of Brown v. Board of Education \(1954\)](#) with a partner (utilize annotation and/or close reading strategies) and complete the last column of the [Progression of Civil Rights Following the Civil War](#) handout. Support pairs as they read, defining key terminology necessary for understanding, such as *pursuant*, “tangible factors,” *inconclusive*.
31. After students have completed their handout, project and read aloud the overview of [Brown v the Board of Education](#).
32. Conduct a class discussion to aid students’ understanding of the ruling and analyze the impact of the court’s decision. Encourage students to use the [conversation stems](#) during the discussion. Possible questions:
 - a. What decision did the Supreme Court make in regards to “separate but equal” schools?
 - b. On what did the Supreme Court base their decision? Why is this important to understanding the decision?
 - c. What was the public’s reaction to the decision?
 - d. How might this decision have affected other segregation practices?
 - e. How did Plessy v. Ferguson (1896) and Brown v. Board of Education (1954) interpret the 14th Amendment differently? What is the impact of those interpretations?
33. Explain to students that after the historic Brown v. Board of Education ruling, many more citizens began calling for desegregation in other areas of life, such as in restaurants, on busses, etc. To achieve this goal, many citizens began protesting the treatment of African Americans.
34. Define *protest* for students (“a statement or action showing objection to something”).
35. Provide each student with a copy of the [Note-Taking Organizer for Protest Research](#).
36. Explain to students that they will be working in small groups to learn about three major protests that occurred during the Civil Rights Movement: Lunch counter sit-ins, the Montgomery Bus Boycott, and the March on Washington for Jobs and Freedom.
37. Explain to the students that they will be using a [jigsaw structure](#) to accomplish this task. Provide directions to the students.
 - a. Each student will have a “home” group of 3 students.
 - b. Each student from the “home” group will be assigned to an “expert” group.
 - c. Each “expert” group will be assigned one of the resources to read and take notes on as a group.
 - d. After reading, students will return to their “home” groups.

- e. In their “home” groups, students will teach the other members of their “home” group about the protest they researched.
 - f. Students will take turns sharing their learning until everyone’s organizer contains all of the necessary information about each of the three protests.
38. Divide students into “home” groups. Ask students to determine which expert group each member will join. Then ask the “home” groups to split into “expert” groups.
39. Direct each “expert” group to research a protest by reading one of the sources below. Give groups access to the sources and provide each “expert” group with guiding questions to aid them in their note taking.

Historic Lunch-Counter Sit-In	“Montgomery Bus Boycott”	“The March on Washington for Jobs and Freedom”
<ul style="list-style-type: none"> · Where and when did the sit-in movement begin? · What was the purpose of the sit-in movement? · How did people participate in the sit-ins? · What was the effect of the sit-ins at the Woolworth store? 	<ul style="list-style-type: none"> · Where and when did the bus boycott occur? · What caused the bus boycott? · How long did the bus boycott last? · Why do you think the boycott was so effective? · Why was the boycott significant? 	<ul style="list-style-type: none"> · What was the purpose behind the march? · Why is the march known as the largest civil rights demonstration in the history of the US? · What Civil Rights leader was at the center of the march? · Did the march result in immediate changes in the law?

40. After all “expert” groups have finished their organizers, ask students to return to their “home” group to share the information they gathered and to take notes on what their group members share.
41. Once all groups have shared, conduct a class discussion to check for understanding and to aid students in thinking critically about the protests. Possible guiding questions include:
- a. (Any questions from above)
 - b. What did all of the protests have in common?
 - c. The Woolworth sit-in is said to have been a “pivotal moment in the modern Civil Rights Movement and in the history of the United States.” Why do you think this is true? How can this statement be applied to the other two events?
42. As time allows, play for students the news report on Martin Luther King, Jr.’s [“I Have a Dream”](#) speech from the March on Washington. Ask students to explain why they think the speech is so memorable and enduring and how the topic of the speech relates to the Civil Rights Movement.
43. Provide each student with a copy of the [Progression of Civil Rights Legislation](#) handout.
44. Show [Civil Rights Act of 1964](#). Explain to the students that the video summarizes their learning up through today’s task.
45. Project and read aloud [Voting Rights Act \(1965\)](#) (the Document Info...) as students follow along.

46. Direct students to complete the [Progression of Civil Rights Legislation](#) handout.
47. Conduct a class discussion to check student responses and deepen understanding of the legislation. Possible guiding questions:
 - a. How did the Civil Rights Act impact African Americans?
 - b. What segregation practices did the Civil Rights Act address?
 - c. How is the Civil Rights Act related to Brown v. Board of Education ruling?
 - d. How did the Voting Rights Act impact African Americans?
 - e. What was an immediate effect of the Voting Rights Act?
 - f. How do these acts relate to the 14th Amendment and Plessy v. Ferguson?
48. Have students write a well-organized essay which explains their answer to the following question: How did the Civil Rights Movement impact and change the general culture of the United States?
49. Project the following excerpt from the Declaration of Independence with the word “men” highlighted:

*We hold these truths to be self-evident, that all **men** are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.*
50. Say: “When Thomas Jefferson wrote, ‘men,’ that is what he meant. It wouldn’t be until 1920 that women would gain the right to vote.”
51. Use the lesson on women’s suffrage, [America Comes of Age](#), from the Library of Congress.

Section 1 of 14th Amendment of the Constitution of the United States⁵⁰

APPENDIX.

709

‘JOINT RESOLUTION PROPOSING AN AMENDMENT TO THE
CONSTITUTION OF THE UNITED STATES.

“ *Be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two thirds of both Houses concurring), That the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three fourths of said legislatures, shall be valid as part of the Constitution, namely:—*

“ARTICLE XIV.

“SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

⁵⁰ This text is in the public domain and is available at http://edu.lva.virginia.gov/docs/hires/14thamendment_sewardproclamation.pdf

Transcript of Brown v. Board of Education (1954)⁵¹

SUPREME COURT OF THE UNITED STATES

Brown v. Board of Education, 347 U.S. 483 (1954) (USSC+)

Argued December 9, 1952

Reargued December 8, 1953

Decided May 17, 1954

APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF KANSAS*

Syllabus

Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment -- even though the physical facilities and other "tangible" factors of white and Negro schools may be equal.

- (a) The history of the Fourteenth Amendment is inconclusive as to its intended effect on public education.
- (b) The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation.
- (c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.
- (d) Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal.
- (e) The "separate but equal" doctrine adopted in *Plessy v. Ferguson*, 163 U.S. 537, has no place in the field of public education.
- (f) The cases are restored to the docket for further argument on specific questions relating to the forms of the decrees.

⁵¹ This text is in the public domain and available at <https://supreme.justia.com/cases/federal/us/347/483/>.

Progression of Civil Rights Following the Civil War

14th Amendment (1866)	Plessy v. Ferguson (1896)	Brown v. Board of Education (1954)
Summary:	Summary:	Summary:
Purpose:	Purpose:	Purpose:
Impact:	Impact:	Impact:

Progression of Civil Rights Following the Civil War (Completed)

14th Amendment (1866)	Plessy v. Ferguson (1896)	Brown v. Board of Education (1954)
<p>Summary:</p> <p>This constitutional amendment granted citizenship to all persons born or naturalized in the US (even former slaves)</p>	<p>Summary:</p> <p>This court ruling interpreted the 14th Amendment to mean that while all citizens were given the same legal rights those rights did not transfer to social rights.</p>	<p>Summary:</p> <p>This court ruling overturned the idea of “separate but equal” as established by Plessy v. Ferguson stating that it had “no place in the field of education”.</p>
<p>Purpose:</p> <p>This amendment defined U.S. citizenship as well as outlined the rights awarded to those citizens.</p>	<p>Purpose:</p> <p>Plessy v. Ferguson sought to interpret the 14th Amendment in order determine the legality of segregation.</p>	<p>Purpose:</p> <p>The court case sought to put an end to the segregation of schools as not all schools were “equal”.</p>
<p>Impact:</p> <p>All U.S. citizens, including African Americans, were given equal protection under the law.</p>	<p>Impact:</p> <p>The interpretation of the law led to the legal segregation of African Americans and whites. They were given separate facilities in all public places and schools. These were called Jim Crow laws.</p>	<p>Impact:</p> <p>The Supreme Court ruling meant that all public schools would be desegregated. African Americans and whites would attend classes together. This led to a push for desegregation in other areas, too.</p>

Note-Taking Organizer for Protest Research

Lunch Counter Sit-Ins	Montgomery Bus Boycott	March on Washington for Jobs and Freedom

Note-Taking Organizer for Protest Research (Completed)

Lunch Counter Sit-Ins	Montgomery Bus Boycott	March on Washington for Jobs and Freedom
<p>1960-North Carolina Woolworth lunch counter was reserved for white customers. African Americans and other citizens would sit peacefully at the lunch counter and ask to be served. Woolworth's shuts down their lunch-counter. The sit-in movement quickly spreads to other restaurants across the country. After six months, Woolworth's reopened with a desegregated lunch counter.</p>	<p>December 1955-December 1956- Alabama Rosa Parks arrested and fined for not giving up her seat to a white man on a city bus. African Americans refused to ride the city buses during the boycott. U.S. Supreme Court ordered Montgomery to integrate its bus system. First large scale demonstration against segregation</p>	<p>August 28, 1963-Washington, DC About 250,000 people marched in DC to call attention to injustices and inequalities facing African Americans. Leaders gave speeches about civil rights problems in America. Martin Luther King gave "I Have a Dream" speech. A year later, Civil Rights Act of 1964 was passed.</p>

Progression of Civil Rights Legislation

Civil Rights Act (1964)	Voting Rights Act (1965)
Summary:	Summary:
Purpose:	Purpose:
Impact:	Impact:

Progression of Civil Rights Legislation (Completed)

Civil Rights Act (1964)	Voting Rights Act (1965)
<p>Summary:</p> <p>This Act ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex, or national origin.</p>	<p>Summary:</p> <p>Signed into law by President Lyndon Johnson, this Act prohibited racial discrimination in voting.</p>
<p>Purpose:</p> <p>This Act sought to end all instances of discrimination and segregation in American life.</p>	<p>Purpose:</p> <p>The Act removed barriers that prevented African Americans from exercising their right to vote under the 15th Amendment.</p>
<p>Impact:</p> <ol style="list-style-type: none"> 1. Protected African Americans against voting discrimination. 2. Forced desegregation in all public places. 3. Enforced desegregation of schools. 4. Allowed withdrawal of federal funds from programs practicing discrimination. 5. Outlawed discrimination in employment. 	<p>Impact:</p> <ol style="list-style-type: none"> 1. Outlawed literacy tests for voters. 2. Prohibited denial of voting rights based on color or race. 3. Outlawed poll taxes in state and local elections.

Unit Three Assessment

Description: Students will engage in a Socratic seminar answering the question: How can conflict and compromise change a nation?

Suggested Timeline: 2 class periods

Student Directions: Participate in a Socratic seminar in response to the question: How can conflict and compromise change a nation? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer.

Resources:

- [Conversation stems](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 4.1.1, 4.1.2, 4.2.3, 4.5.1, 4.5.2, 4.5.3, 4.9.2. They also meet the expectations for [ELA/Literacy Standards](#): SL.4.1, SL.4.4

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. What changes resulted from the conflict between colonists and the British during the American Revolution?
2. What compromises did the Founding Fathers make when creating the Constitution?
3. How is the conflict of ideas from American Revolution reflected in the Constitution?
4. What did citizens do to push for the expansion of citizenship and voting rights? Was this an example of conflict or compromise?
5. How does good citizenship help to fix current day problems? Is there more conflict or compromise in this process?

Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students.

Unit Four Overview

Description: Students explore the causes of Westward Migration in the United States and consider the effects on people and the development of borders.

Suggested Timeline: 4-5 weeks

Grade 4 Content	
Westward Expansion	What are the causes and effects of migration?

Topics (GLEs):

1. [Migration & Manifest Destiny](#) (4.2.3, 4.2.4, 4.5.2, 4.5.3)
2. [Transportation & Movement](#) (4.3.1, 4.6.2)

Unit Assessment: Students write a short essay answering the questions: What are the causes and effects of migration? Have students consider the following as they write: Manifest Destiny, the acquisition of new territory by the United States, US borders, immigration, Native Americans, and transportation technology. Grade the written response using the [LEAP assessment social studies extended response rubric](#).

<p>Unit Four: Westward Expansion</p>	<p>Topic One: Migration and Manifest Destiny Topic Two: Transportation and Movement</p>
<p>Key Connections</p> <ul style="list-style-type: none"> • <i>Geography influenced the migration and settlement of people in North America</i> • <i>The Louisiana Purchase led to geographic and economic expansion of the United States</i> • <i>Technological innovations helped expand the boundaries of the United States</i> • <i>The Belief in Manifest Destiny supported the expansion of the United States and the spread of democracy</i> 	
<p>Grade-Level Expectations (GLEs)</p>	<p>Priority Content and Concepts</p>
<p>4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States</p>	<ul style="list-style-type: none"> • Explain how the territory of the United States changed with the Louisiana purchase • List the major physical features the U.S. gained in the Louisiana Purchase and their importance (Mississippi River for trade, more land for agricultural production and settlement) • Explain why Napoleon decided to sell the Louisiana Territory to the U.S. • Describe the purpose and hazards of the Lewis and Clark expedition (map the territory newly acquired by the U.S., document natural resources, establish trading relationships with Native Americans, open the door for other Americans to move West) • Explain what the term “Manifest Destiny” means, and how the belief in Manifest Destiny influenced Westward Expansion • Identify the impact of the Homestead Act on Western Expansion
<p>4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States</p>	<ul style="list-style-type: none"> • Explain why Americans wanted to move West (wanted to claim land for farming and economic opportunities, in search of fortune from new natural resources such as gold) • Describe the experience of pioneers on the Oregon Trail migrating westward (traveling in wagons pulled by mules/oxen, physical risks of the journey, camping, encountering Native Americans, supplies needed) • Explain the impact of Westward migration and expansion on Native American populations (pushed out of land and forced relocation, loss of resources vital to survival, substantial population losses due to spread of foreign diseases) • Explain migration patterns as influenced by the belief in Manifest Destiny. • Explain the negative consequences of the belief in Manifest Destiny (justification for forced cultural assimilation of Native tribes, loss of identity, forced relocation)

<p>4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States</p>	<ul style="list-style-type: none"> • Explain the impact of the cotton gin on America’s economy and western migration (made cotton production more profitable, more Americans wanted to move west to find land to produce cotton, slavery increased with growth of cotton production) • Explain the impacts of new farming technologies on the economy and settlement in the West (barbed wire, plows, water pumps) • Explain the impact of the Erie Canal on America’s economy and western migration (easier to transport goods, increased access to fertile farmlands in the west, and helped make New York City a world financial capital) • Explain the impact of steamships on America’s economy and western migration (faster transport of people and goods) • Explain the impact of the National Road on migration and the economy • Explain the effects of the Transcontinental Railroad on people, migration, and the economy (faster transport for people moving west, easier transport for goods and materials, provided jobs, dangerous to construct, damaging to environment and animals, destructive to Native American lands and hunting)
<p>4.5.2 Analyze how physical characteristics of a region shape its economic development</p>	<ul style="list-style-type: none"> • Analyze how the physical characteristics of the land in the Midwest and the Great Plains attracted settlers and provided economic opportunity (lots of fertile soil and affordable land for farming or mining)
<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement</p>	<ul style="list-style-type: none"> • Explain how physical features of the Midwest and the Great Plains made for favorable settlement (fertile soil, plentiful land, profitable natural resources) • Explain how the Transcontinental Railroad and the National Road removed the barrier of the Appalachian Mountains in migrating to the West.
<p>4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services</p>	<ul style="list-style-type: none"> • Define and provide examples of the economic terms human, natural, and capital resources. • Explain how human, natural, and capital resources were used in cotton production in the South
<p>4.9.3 Define the terms profit and risk and explain how they relate to each other</p>	<ul style="list-style-type: none"> • Use the terms profit and risk to discuss cotton production, the building of the Transcontinental Railroad, and farming in the Midwest and Great Plains
<p>4.9.4 Investigate the relationship between supply, demand, and price</p>	<ul style="list-style-type: none"> • Investigate how supply, demand, and price impacted cotton production in the South • Investigate how the Transcontinental Railroad influenced the supply of goods.

<p>4.1.1 Construct timelines of historical events</p>	<ul style="list-style-type: none"> • Create a timeline with key events of U.S. westward migration including the Louisiana Purchase, the Lewis and Clark expedition, the opening of the Erie Canal, the National Road, and the Transcontinental Railroad, and the Homestead Act.
<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> • compare and contrast past and present viewpoints on a given historical topic • conduct simple research • summarize actions/events and explain significance • differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> • Write a paragraph outlining whether a student would decide to be a pioneer and move west in the early 19th century • Conduct research on the Erie Canal or the Transcontinental Railroad • Produce writing explaining the effects of Westward migration and expansion on people, places, and ideas • Produce writing that analyzes the effect of Manifest Destiny on indigenous cultures.
<p>4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States</p>	<ul style="list-style-type: none"> • List some observations made on the Lewis and Clark journey (new plants and animals, Rivers (Missouri, Snake, Columbia), cliffs and mountains (Mt. Hood in Oregon), and the Pacific Ocean)) and explain the significance • Describe the relationship that those on the Lewis and Clark expedition had with Native Americans they encountered • Explain the Sacagawea’s key contributions to the Lewis and Clark expedition and the significance of her presence on the expedition.
<p>4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale</p>	<ul style="list-style-type: none"> • Trace the journey of Lewis and Clark along a map • Trace the path of the Transcontinental Railroad, Erie Canal, and National Road on a map
<p>4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States</p>	<ul style="list-style-type: none"> • Describe the impact of increased farming on the land and soil of the Midwest, Great Plains, and Southeast.

Unit Four Instruction

Topic One: Migration & Manifest Destiny (4.1.1-4, 4.1.6-7, 4.2.1-4, 4.4.6, 4.5.3)

Connections to the unit content: Students learn that the US borders expanded as people chose to migrate to the West and apply knowledge of regional geography to the historical context of Westward Migration. The acquisition of new territory in the West with the Louisiana Purchase opened new lands up for exploration and settlement. Additionally, the transcendent call for Manifest Destiny emboldened Americans to settle West, in fulfillment of their perceived destiny to expand from Atlantic to Pacific. Students will also learn the negative impact of westward expansion on Native Americans who occupied lands west of the original states.

Suggested Timeline: 12 class periods

Use this sample task:

- [On the Move-- Westward Migration](#)

To explore these key questions:

- What conditions enabled people to move west?
- What motivated people to move west?
- What were the effects of Westward Migration on Native Americans?
- How did Westward Migration impact the borders of the United States?

That students answer through this assessment:

- Students write a paragraph answering the question: “Would you have been a pioneer and migrated West? Use evidence from the documents to support your response.”
- Students engage in a [philosophical chairs debate](#) to answer the question: “Was Westward Migration a positive or negative event in United States history?” Have students use the texts and resources from this unit to prepare.

Grade 4 Instructional Task: On the Move- Westward Migration

Unit Four: Westward Expansion, Topic One: Manifest Destiny

Description: Students investigate the causes and effects of Westward Migration. Students explore motivations for westward migration, including Manifest Destiny and economic factors. Finally, students examine the human impact of settlement in the West for both new settlers and Native Americans.

Suggested Timeline: 12 class periods

Materials: [Modern U.S. Map](#), [Early Colonial Map of America](#), [Infographic: Louisiana Purchase](#), [Senate Ratified the Louisiana Purchase](#), materials for [On This Day with Lewis and Clark](#), Activities 2-3 [Go West: Imagining the Oregon Trail](#), materials from [Westward Expansion](#)

Instructional Process:

1. Display a [Modern U.S. Map](#) and an [Early Colonial Map of America](#). Ask: “How is the territory of the United States different today than it was in 1787?” Encourage students to use geography vocabulary from Unit One.
2. Say: “When the United States started, there were only 13 states on the East coast. In this unit, we will learn how and why the US came to stretch from the Atlantic Ocean all the way to the Pacific Ocean.” As a class, brainstorm why the US would want to acquire more territory. Record student responses on the board.
3. Distribute a new [blank timeline](#) to students. Have students title their timeline Manifest Destiny and add *Louisiana Purchase 1803*. Point out to students that the units and tasks move forward and backwards in time based on the topics being studied. Remind them that the timeline helps to keep track of the sequence events.
4. Distribute the [Infographic: Louisiana Purchase](#). Have students use the Infographic to answer the following questions:
 - How much did the US pay for the Louisiana Purchase? Which country sold it to the US?
 - How did the territory of the United States change with the Louisiana Purchase?
 - What major physical features were within the Louisiana Purchase? Why were they important?
5. Have students read [Senate Ratified the Louisiana Purchase](#). Review separation of powers and checks & balances as necessary. Explain that the Senate must approve the addition of new territory to the United States. After reading the text, ask: “Why did Napoleon decide to sell the territory to the US?”
6. Ask students to add a summary statement to their timeline for the Louisiana Purchase identifying the purchase changed the United States.
7. Say: “The Louisiana Purchase more than doubled the land mass of the United States, but the truth is, the US bought the land without really knowing what was out there. President Thomas Jefferson asked Meriwether Lewis and William Clark to go on an expedition to explore and report back with what they found.”
8. Use the Lesson Activities from [On This Day with Lewis and Clark](#) to help students explore the experience of the Lewis and Clark expedition and practice geography and map skills from previous units. Throughout the activities, ask students to identify whether sources are primary or secondary.
9. Say: “The Louisiana Purchase and the Lewis and Clark expedition opened the door for Americans to travel to the

West. US population along the east coast was crowded in most major cities, and good farmland had been claimed since the colonial period. Americans were eager for the new opportunities that open land in the west provided. Pioneers traveled for thousands of miles across the entire country in search of fertile farmland, or jobs logging or mining.”

10. Display a map showing students’ hometown and a [destination cross-country](#) in the West. Ask: “If you wanted to make this trip today, how would you get there?” Lead a brief discussion about current travel methods including the conditions of travel and the duration of the trip.
11. Use Activity 2-3 from [Go West: Imagining the Oregon Trail](#) to allow students to visualize the experience of pioneers on the Oregon Trail. After concluding the activities ask: “Would you have been a pioneer and migrated West? Use evidence from the documents to support your response.” Have students consider the motivations for migrating and the realities of the journey. After discussing with a partner, have students write a paragraph answering the question above. Collect and grade on a 2-point rubric.
12. Write the word destiny on the board. Ask students what comes to mind when they hear the word. Discuss as a class and record responses on the board. Then write the words *Manifest Destiny* on the board. Tell students that “manifest” means clear or obvious. Ask students to infer the meaning of Manifest Destiny for Americans during this time in history. Encourage students to add their definition to their timeline, near their title.
13. Say: “Manifest Destiny was the belief that the US was meant to be an example of freedom and democracy for the rest of the world and that it was destined to spread those ideals from coast to coast. For many Americans, the journey was bigger than themselves or their families.”
14. Use the activity on [Westward Expansion](#) to strengthen students’ understanding of Manifest Destiny and its effects on migrants and Native Americans.
15. Display the same maps from the opening of the task. Say: “Now that we know how and why the US expanded West, as a class, we will decide if we think westward migration was good or bad in a debate.” Students engage in a [philosophical chairs debate](#) to answer the question: “Was Westward Migration a positive or negative event in United States history?” Have students use the texts and resources from this unit to prepare.

Senate Ratified the Louisiana Purchase Treaty October 20, 1803

In the 1800s, in the United States, pioneers and homesteaders eagerly moved west to start a new life in the plains, hills and mountains west of the Mississippi River. This movement could not have happened without the Louisiana Purchase Treaty, approved by the Senate on October 20, 1803, by a vote of 24-to-7. The agreement, which provided for the purchase of the western half of the Mississippi River basin from France at a price of approximately 4 cents per acre, doubled the size of the country.



The U.S. bought this land along the Mississippi for 3 cents an acre. How much do you think it's worth today?

The United States started negotiating the purchase with France in 1802. President Thomas Jefferson feared that Spain, which had controlled the strategic port of New Orleans since 1762, might give it back to France. Were New Orleans under the control of military dictator Napoleon Bonaparte, Jefferson feared that American settlers living in the Mississippi valley would lose free access to the port. After months of inaction, Napoleon offered to sell the territory to the U.S. in 1803; he needed the money.



If you visited New Orleans today, you would see Spanish and French influences.

Faced with a shortage of cash, a recent military defeat, and the threat of a war with Great Britain and the United States over the territory in question, Napoleon decided to cut his losses. U.S. minister to France Robert Livingston, and James Monroe made the arrangements for the purchase. The land stretched from the Mississippi River to the Rocky Mountains. Twelve days after the signing of the treaty, Meriwether Lewis and William Clark set out to explore and map the new area. Settlers, who had had been pushing westward since the United States' victory in the Revolutionary War, would now have a vast new expanse of land to homestead.



Lewis and Clark visited here, "the Heart of the Rockies," on their expedition.

Unit Four Instruction

Topic Two: Transportation & Movement (4.1.6, 4.3.1, 4.4.6, 4.5.3, 4.6.2)

Connections to the unit content: Students examine the effects of transportation and technology on people, environment, and borders. The development of the Transcontinental Railroad resulted in faster shipment of supplies and materials and made it easier and safer for many Americans to migrate west. When the American labor market could not keep up with the rapid expansion of the railroad, immigrants eagerly filled the jobs and settled near the railroad routes. However, the railroad came with drawbacks for the environment and Native Americans, cutting through Native American lands and destroying animal populations.

Suggested Timeline: 10 class periods

Use this sample task:

- [Transportation & Movement](#)

To explore these key questions:

- What factors led to the development and expansion of the railroad?
- How did the advancements in transportation impact borders of the United States?
- How did the transcontinental railroad affect life for people living in the US, including migrants and Native Americans?
- How did the transcontinental railroad affect the environment in the West?

That students answer through this assessment:

- [LDOE Transcontinental Railroad](#) task set with multiple choice and extended response items. Collect and grade on a 4-point rubric.
- [Summative Performance Task from the LDOE task on inventions and migration](#)

Grade 4 Instructional Task: Transportation & Movement

Unit Four: Westward Expansion, Topic Two: Transportation & Movement

Description: Students investigate the benefits and drawbacks of the development of the Erie Canal, National Road, and Transcontinental Railroad. Students examine the impact of the railroad as a catalyst to rapid westward expansion while also looking critically at its negative impact of the native people and the environment.

Suggested Timeline: 10 class periods

Materials: [“Patent for Cotton Gin, 1794,”](#) Cause and Effect: The Cotton Gin ([blank](#) and [completed](#)), [“Building the Erie Canal,”](#) [“Canal History,”](#) Erie Canal Graphic Organizer ([blank](#) and [completed](#)), [“The National Road,”](#) National Road Graphic Organizer ([blank](#) and [completed](#)), [Transcontinental Railroad](#) video, [Traveling the Transcontinental Railroad](#), readings from [Railroads in the Late 19th Century](#) & [The American West](#), Gallery Walk stations from [I Hear the Locomotives: The Impact of the Transcontinental Railroad](#), [Building the Transcontinental Railroad](#) text, [Transcontinental Railroad T-chart](#), [LDOE Transcontinental Railroad task set](#), Download materials from [Lesson 1 Sessions 1-4- American Flavor: A Cultural Salad of Diversity](#), [photos of mosaics](#)

Instructional Process:

1. Say: “Many groups of people were affected by the adoption of Manifest Destiny, both within the new larger boundaries of the United States and around the globe. New advancements in transportation made it possible for Americans to literally move and fulfill this destiny while new emerging technologies and large tracts of available land attracted new immigrants to the US.”
2. Explain to students that they will be using various resources to answer the question: “How did early innovations affect the people, economy, and migration patterns of the United States?”
3. Provide students with a copy of [“Patent for Cotton Gin, 1794”](#) (the image and the written description) and the [cause and effect graphic organizer](#) note-taking guide.
4. Ask students to work in pairs to view the image and read the description and complete the graphic organizer.
5. After students have worked with a peer, conduct a class discussion to share the most important information from the text. Possible guiding questions:
 - a. What effect did the invention of the cotton gin have on the daily production of raw cotton?
 - b. How did the increase in cotton production affect America’s economy?
 - c. How were other agricultural industries affected by the growth of the cotton industry?
 - d. What other technological innovations occurred because of cotton production?
6. Explain to students they will be investigating how innovations in transportation and travel impacted the lives of Americans, as well as the economy of America.
7. Introduce the lesson to the students by showing [“Building the Erie Canal.”](#)
8. Direct students to listen for evidence of the impact the canal had on people and the economy at the time.
9. Following the viewing of the video clip, ask students to share what they learned from viewing the video. Possible

guiding questions include:

- a. How was the movement of goods affected by the building of the Erie Canal?
 - b. How did the Erie Canal support the idea of Manifest Destiny?
 - c. How did the Erie Canal help unify the nation?
10. After the discussion, provide students with access to [“Canal History”](#) and a copy of the [Erie Canal graphic organizer](#).
 11. Divide the class into small groups (2-3 students) using an established classroom routine.
 12. Assign half of the groups the job of reading the article to identify the impact the canal had on the lives of people and the other half of the groups the job of reading the article to identify the effect it had on the economy.
 13. Combine two groups of students (one from each side) into a larger group (4-6 students) so that each side of the graphic organizer is represented.
 14. Have each side share their findings in their new group so each student has a complete graphic organizer.
 15. After all groups have completed their organizers, call on students/groups to share a piece of information from their organizers. Record this information on a class chart in the front of the room to ensure students have all of the information they need.
 16. Direct students to work independently to write a paragraph explanation about the impact the Erie Canal had on the lives and economy of Americans living to the east and the west of the Appalachian Mountains.
 17. Explain to the students that with industry increasing and westward migration on the rise, the nation faced many difficulties in both transporting goods and people over long distances. Water travel was difficult since most rivers run north to south (not east to west), and wagon travel was slow due to geographical obstacles, like mountains or large rivers. One solution to this problem was the opening of the National Road in 1811.
 18. Provide students with the [National Road graphic organizer](#), and explain they will be reading an article to identify the impact the National Road had on both migration and the economy.
 19. Provide students with [“The National Road”](#) and a copy of the [National Road graphic organizer](#).
 20. Have students work with a partner to complete the organizer.
 21. Ask pairs to share their responses with the class.
 22. As responses are given and verified by the class, record them on a class anchor chart. Possible guiding questions:
 - a. How did the construction of the National Road affect westward migration in the U.S.?
 - b. How did the National Road provide economic opportunities to Americans?
 - c. What impact did the roadway have on the transportation of goods?
 23. Display a [population density](#) map of the United States with photos of [urban centers in the West](#), such as San Francisco and Seattle. Ask: “We learned that thousands of pioneers moved west, many on the National Road. How did they travel?” Take responses from students. Then project an [image](#) of [covered wagons](#). Say: “They certainly couldn’t carry the materials needed to build huge cities like these. In the next few days, we will learn about an invention that changed everything about transportation and settlement in the West: the transcontinental railroad.”
 24. Show the video [Transcontinental Railroad](#). Have students list as many effects of the railroad as they can during the video. Discuss as a class and list the effects on the board.
 25. Write the words *transcontinental railroad*, *iron horse*, and *immigrant* on the board and read/project the

following definitions.

- **transcontinental railroad** - building of the railroad began in 1863 to connect the eastern part of the United States to the western part. The Central Pacific Railroad Company built the western half of the railroad starting in Sacramento, California. The Union Pacific Railroad Company built the eastern half, starting in Omaha, Nebraska. These two railroads connected in Promontory Summit, Utah.
- **iron horse** - name given to trains by Native Americans
- **immigrant** - a person who leaves one country to settle in another country

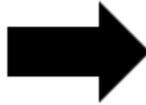
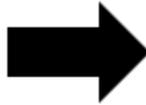
26. Explain to students that traveling west was made much easier with the construction of the railroad. Project or have students access [Traveling the Transcontinental Railroad](#) to follow the route of the railroad. Tell students that the railroad was constructed by two companies. The Central Pacific Railroad Company started in Sacramento, California, and the Union Pacific Railroad company started in Omaha, Nebraska. Have students look at the map to determine the portion of the railroad built by each company.
27. Complete Activities 1-2 "[I Hear the Locomotives: The Impact of the Transcontinental Railroad](#)," to build excitement and interest in the railroad and practice applying map skills through a study of train routes.
28. Say: "Now we are going to build our background knowledge on the transcontinental railroad through some secondary sources." Ask students to explain the difference between primary and secondary sources.
29. Read aloud or have students read the first two paragraphs from, "[Railroads in the Late 19th Century](#)" Ask: "What did the government do to make sure the railroads would be built?"
30. Have students read the first three paragraphs from, "[The American West](#)." Have students record the effects on the environment (including plants & animals) and people.
31. Say: "Now that we have some context for the railroad, let's use some primary sources to transport us back in time to the actual period. A museum is a great place to learn about history through primary documents. Today, I decided to bring the museum to you."
32. Use selected documents from Activity 3 of "[I Hear the Locomotives: The Impact of the Transcontinental Railroad](#)" to create a museum style gallery walk, in which the documents appear in chronological order to further highlight the cause and effect relationships between different events.
33. Assign students to pairs or groups for the gallery walk. Dismiss pairs/groups to begin the gallery walk with a few minutes in between to avoid bottlenecks. Students must complete the gallery walk in order.
 - Have students describe the image or document in a graphic organizer customized to the number of documents used. Note: Be sure to edit the texts for length, as Activity 3 recommends.
 - As they wait, have students read from the secondary source, [Building the Transcontinental Railroad](#) from Digital History.
34. After all students have completed the museum gallery walk, challenge students to create cause and effect connections based on the documents. Explain that the railroads brought many changes and that big changes in one aspect of society often have a "ripple" effect. Examples: The student(s) would say, "Because hunters shot many buffalo, Native Americans who depended on the buffalo could no longer maintain their way of life"⁵² Check for accuracy.
35. Say: "Now that we know the effects of the railroad, it is up to you to decide if you think it was good or bad for

⁵² Adapted from Activity 3 of "[I Hear the Locomotives: The Impact of the Transcontinental Railroad](#)"

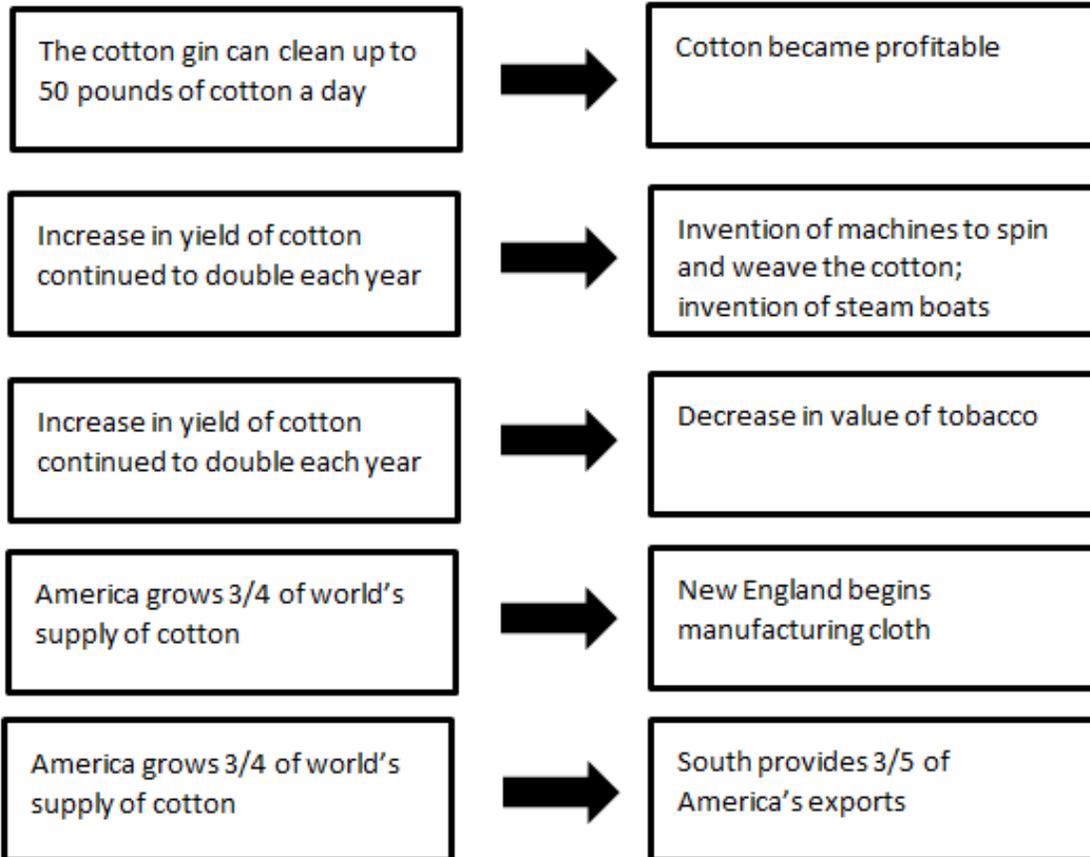
the United States.”

36. Assign students to groups. Give each group a sheet of paper and assign a student to record in each group. Tell students they are going to work together to think of either advantages or disadvantages of the railroad to the United States. Assign some groups to list advantages and the other groups to list disadvantages.
37. Provide students with a copy of the [Transcontinental Railroad T-Chart](#). Allow students to share their responses with each other and record the information on their Transcontinental Railroad T-Chart.
38. Say: “Now we will have a chance to put it all together.” Have students complete the [Summative Performance Task from the LDOE task on inventions and migration](#). Allow students to discuss in groups before beginning the writing process.
39. Have students complete [Transcontinental Railroad](#) sample assessment task set.

Cause and Effect: The Cotton Gin



Cause and Effect: Cotton Gin (Completed)



Erie Canal

The Erie Canal

People

Economy

People

Economy

Erie Canal (Completed)

The Erie Canal

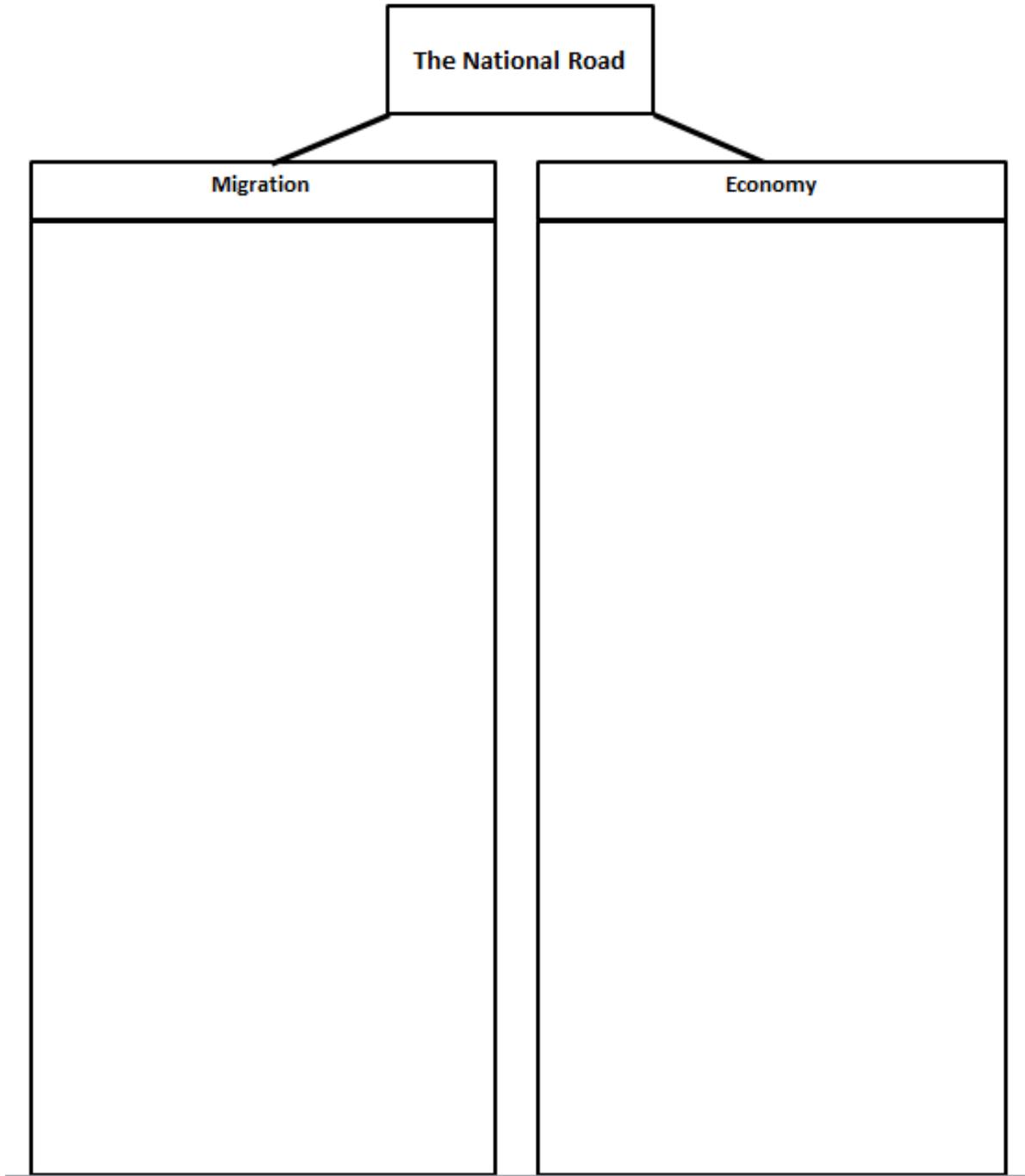
People

- People migrated to NY to work on the canal
- Recreational boats used the canal
- People lived in floating homes on the water
- Sparked first great westward movement
- 50,000 people depended on canal for their livelihood

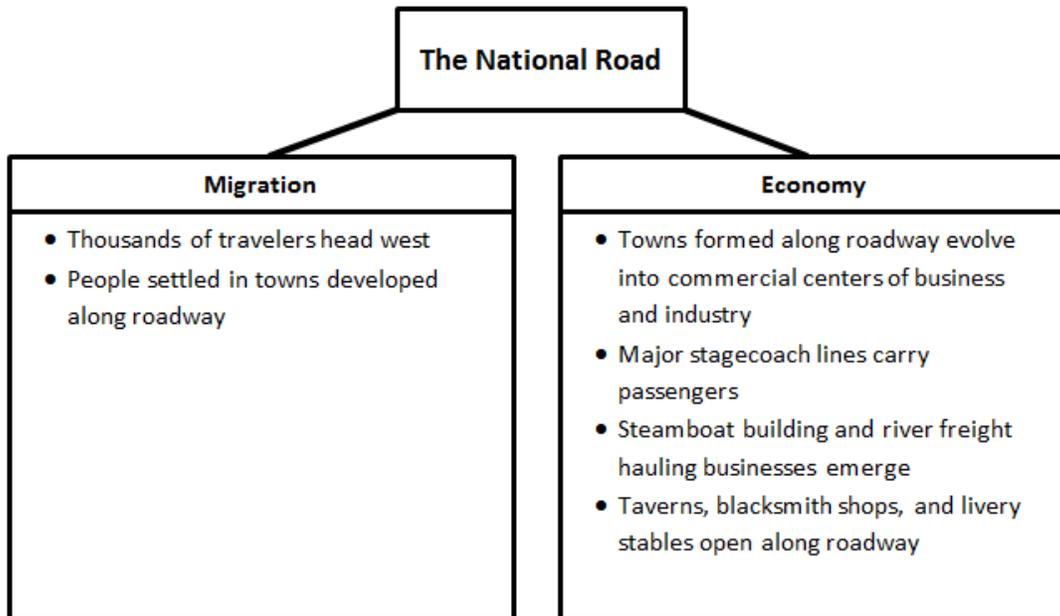
Economy

- Tourism became popular
- Ships transported goods on the canal
- Increased access to timber, mineral, and fertile farmlands
- Caused an explosion in trade
- NY became financial capital of the world

National Road



National Road (Completed)



Transcontinental Railroad T-Chart

Advantages of the Railroad

Disadvantages of the Railroad

Transcontinental Railroad T-Chart (Completed)

Advantages of the Railroad

Faster transportation for people moving west
Easier transport for shipment of goods and materials
Provided jobs

Disadvantages of the Railroad

Dangerous to construct
Damaging to environment and animals
Disruptive to Native Americans

Unit Four Assessment

Description: Students write a short essay answering the questions: How did Westward Migration affect American society and technological progress? Have students consider the following as they write: Manifest Destiny, the acquisition of new territory by the United States, US borders, immigration, Native Americans, and the Transcontinental Railroad. Score using an 8-point rubric.

Suggested Timeline: 2 class periods

Student Directions: Use your knowledge of history and your resources from the unit to write a short essay answering the questions: What are the causes and effects of migration? As you write, consider Manifest Destiny, the acquisition of new territory by the United States, US borders, immigration, Native Americans, and the Transcontinental Railroad

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 4.2.3, 4.2.4, 4.5.2, 4.5.3, 4.3.1, 4.6.2. They also meet the expectations for [ELA/Literacy Standards](#): W.4.2

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Five Overview

Description: Students learn about the impact of industrialization on American society including rapid urbanization, European immigration, and changes to life for African Americans.

Suggested Timeline: 7 weeks

Grade 4 Content	
Progress & Change	What are the political, economic, and social effects of progress?

Topics (GLEs):

1. [Industrialization & Urbanization](#) (4.3.1, 4.9.2, 4.9.4)
2. [The Changing Face of Cities](#) (4.2.2, 4.2.4-5, 4.3.1, 4.5.2, 4.9.1, 4.9.3, 4.9.5, 4.9.9)

Unit Assessment: Students write an essay answering the question: What are the political, economic, and social effects of progress?

Unit Five: Progress and Change	Topic One: Industrialization and Urbanization Topic Two: The Changing Face of Cities
Key Connections: <ul style="list-style-type: none"> • <i>Immigrants made industrialization possible by providing cheap labor.</i> • <i>Businesses and the government use labor, land, and capital resources to spur technological advances and the industrial revolution.</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
<p>4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States</p>	<ul style="list-style-type: none"> • Identify where the majority of immigrants to America came from in the late 1800s to early 1900s (Ireland, Italy, Japan, China) • Describe the importance of Ellis Island and Angel Island to U.S. immigration • Explain how the Great Migration changed the culture of American Cities (Harlem Renaissance) • Define diversity, and explain how the United States is a diverse country, using examples from the experience of immigrants, African Americans, and Native Americans • Examine how diversity can be seen through different foods, language and customs today • Discuss how the image of a salad might represent diversity • Describe how a melting pot could represent U.S. culture • Discuss how the metaphor of a melting pot is different from the metaphor of a salad as used to discuss diversity • Explain what a cultural mosaic is (small pieces of culture comprising a larger overall culture) and discuss what a cultural mosaic represents about diversity in the U.S. • Discuss whether the U.S. is better represented by a salad bowl, melting pot, or cultural mosaic as a model for diversity
<p>4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States</p>	<ul style="list-style-type: none"> • Explain what the Industrial Revolution was (a change from an economy based on farming to one based on manufacturing in the Northern U.S.) • Explain how inventions (spinning wheel, power loom, assembly line, electricity, steel production) impacted people and the economy • Explain the connection between industrialization and urbanization • Compare and contrast the motivations for migrating between pioneers moving westward, Europeans immigrating to the U.S., and African Americans migrating from the South to the North

	<ul style="list-style-type: none"> • Compare and contrast the experience of European and Asian immigrants during the late 1800s to early 1900s (living conditions, work experience, societal struggles) • Discuss what life was like for people living in cities during the Industrial Revolution (housing conditions, factory working conditions, family life, societal backlash based on ethnicity for immigrants) • Explain economic motivations for U.S. immigration in the late 1800s to early 1900s
<p>4.5.2 Analyze how physical characteristics of a region shape its economic development</p>	<ul style="list-style-type: none"> • Explain the connection between the prevalence of rivers in a region of the U.S. and that region’s ability to industrialize • Explain how the Northeast region’s geography and location made it an ideal place for factories (waterways for shipping goods, high population centers, on the coast) • Explain why the South didn’t industrialize to the same extent as the North, due to the physical characteristics of the region.
<p>4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met</p>	<ul style="list-style-type: none"> • Classify goods and services as needs and wants • Determine the difference between needs and wants, and determine personal needs and wants as a student • Discuss needs and wants as they relate to low-wage factory workers during industrialization
<p>4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services</p>	<ul style="list-style-type: none"> • Define and provide examples of the economic terms human, natural, and capital resources. • Identify the human, natural, and capital resources used in an American factory during the Industrial Revolution
<p>4.9.3 Define the terms profit and risk and explain how they relate to each other</p>	<ul style="list-style-type: none"> • Define and provide examples of the economic terms profit and risk • Describe the relationship between profit and risk • Explain how the terms profit and risk relate to the industrial revolution. • Make a connection between risk and demand for goods and services. • Use the terms profit and risk to describe immigrants leaving their home countries in search of employment in America.
<p>4.9.4 Investigate the relationship between supply, demand, and price</p>	<ul style="list-style-type: none"> • Explain the relationship between supply and demand, and how the relationship affects the price of goods • Explain the impact that industrial inventions had on supply and price • Explain how immigration related to the supply and demand for workers.

<p>4.9.5 Describe how government pays for goods and services through taxes and fees</p>	<ul style="list-style-type: none"> Describe the ways that various forms of government collect taxes from citizens (on goods and services, from income) Identify goods and services that are funded through taxes.
<p>4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange</p>	<ul style="list-style-type: none"> Explain spending through check, debit card, and credit card Explain how ways of spending changed from industrialization to today (from cash-based spending to credit card, debit card, checks)
<p>4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget</p>	<ul style="list-style-type: none"> Define the economic terms budget, needs, wants, income, and expense and provide examples Discuss the benefits and drawbacks of saving money vs. spending money on wants
<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> compare and contrast past and present viewpoints on a given historical topic conduct simple research summarize actions/events and explain significance differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> Conduct simple research on U.S. immigration during the 19th/early 20th century Explain the significance of Industrialization in the U.S. Differentiate between the industrialized Northeast and the agricultural South. Analyze if the life new immigrants experienced when they came to the country lived up to the ideals of the “American Dream”
<p>4.1.5 Explain the historical significance of U.S. political symbols</p>	<ul style="list-style-type: none"> Explain the historical significance of the Statue of Liberty and Ellis Island
<p>4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States</p>	<ul style="list-style-type: none"> Explain efforts to improve working conditions for poor people (Jane Addams, Hull House) Explain the significance and goals of the Harlem Renaissance
<p>4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States</p>	<ul style="list-style-type: none"> Discuss the struggles and benefits of immigrating to U.S. urban areas in the 1900s
<p>4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale</p>	<ul style="list-style-type: none"> Explain the routes, and reasons for those routes, of the Great Migration using a map. Use a map to explain immigration routes for Europeans and Asians coming to the U.S.

Unit Five Instruction

Topic One: Industrialization and Urbanization (4.1.3-4, 4.1.6-7, 4.3.1, 4.5.2, 4.9.4)

Connections to the unit content: Students examine the effects of industrialization on the economy, jobs, and settlement patterns in the United States. Students use knowledge of regional US geography to examine why industrial hubs were located in cities in the Northeast United States. Industrialization made production cheaper and faster, making consumer goods more accessible to average Americans. Students learn that industrialization had a tremendous impact on the lives of Americans including where people lived and what they did for work. Students understand that the rise of factories created jobs in cities, leading to rapid urbanization in the North.

Suggested Timeline: 7 class periods

Use this sample task:

- [Industrialization and the City](#)
- Note: Teachers can use [Industrialization, Urbanization, and Immigration during the Gilded Age](#) as a resource to build background knowledge and pull visuals.

To explore these key questions:

- What was the Industrial Revolution?
- How did the economy change as a result of industrialization?
- How did industrialization impact where people lived in the United States?
- What is urbanization and why did it occur?

That students answer through this assessment:

- Students to write a paragraph answering: “What changes resulted from early industrial inventions? Use evidence from your graphic organizer.” Check for accuracy and grade on a 2-point rubric.

Grade 4 Instructional Task: Industrialization and the City⁵³

Unit Five: The Rise of the American City, Topic One: Industrialization and Urbanization

Description: Students examine the impact of industrialization on economic activity in and settlement patterns in the United States. Students investigate how the rise of the factory changed the ways that goods are produced, access to consumer goods, and jobs for average Americans.

Suggested Timeline: 7 class periods

Materials: [Industrial Revolution](#) Video, Videos in [Video Bank: Assembly Line](#), [Graph of New York City's Population](#), reading from [Urbanization](#), [map of cities and towns](#) during industrialization, photos & video from [Inside an American Factory](#), [Primary Source Analysis Tool](#).

Instructional Process:

1. Display photos of the United States [before](#) (farmland) and [after](#) industrialization (factories). Say: "In this unit, we're continuing to learn about the story of how the US changed over time." Lead students in a comparison between the two photos asking about life, work, and where people live in each photo.
2. Write the words *Industrial Revolution* on the board. Ask students to recall the definition of revolution. Say: "The Industrial Revolution was not an overthrow of a government system, but a change in the US economy." Write the word *industrialization* and *manufacturing* on the board and read/display the following definition⁵⁴:
 - Industrialization: the change from an agricultural economy to manufacturing
 - Manufacture: to make something on a large scale using machinery
3. Say: "The Industrial Revolution was when parts of the US changed from farms to factories. While the South remained an agrarian society, mainly dependent on farming, the North rapidly advanced with industry. Technological advancement and new inventions made this possible."
4. Show the [map of major US rivers](#) to students. Ask: "What was the most used means of transporting goods during the time of Manifest Destiny (last topic)?" Students may respond railroads and waterways or rivers. Say: "As railroads were still relatively new and very time-consuming and expensive to build, rivers were a dominant means of shipping goods, through both types of transportation were used. What do we notice about the location of America's major rivers from the map shown?" Students should identify that there are a lack of major rivers in the southern part of the map. Have students discuss with a partner the connection between the location of major waterways and that of industry vs. agriculture in America. Ask students to predict how these differences might affect the progress of society in different parts of America. Allow students time to discuss, then call on pairs to share their thoughts.
5. Show the first two minutes of the video "[Industrial Revolution](#)." Have students identify the invention noted, then ask: "What changed as a result of such inventions?" Have students fill in the [Changes from Industrialization](#)

⁵³ This task is adapted from the [Did Industrialization Make Life Better for Everyone? Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

⁵⁴ <https://www.vocabulary.com/dictionary/industrialization>

- [graphic organizer](#). Then take responses from the whole class and record them on the board or on chart paper.
6. Have students answer the same question about the assembly line using [Henry Ford’s Assembly Line](#) and [Video Bank: Assembly Line](#).
 7. Have students fill in the [Changes from Industrialization graphic organizer](#). Then take responses from the whole class and record them on the board or on chart paper.
 8. Write the words supply and demand on the board and read/display the following definitions⁵⁵:
 - Supply: how much of something is available
 - Demand: how much of something people want
 9. Say: “Supply and demand help set the price for things that we buy. Generally, the more supply that exists, the cheaper the price.”
 10. Have students discuss the assembly line in relation to supply. Ask: “What effect did the assembly line have on the supply of Model T cars? What probably happened to the price of the Model T as a result?” Make sure that students add this to their graphic organizers.
 11. Then ask students to discuss the impact of the assembly line on people. Have them consider people’s jobs and overall way of life. Allow students to add to their graphic organizers.
 12. Direct students to write a paragraph answering: “How did industrial inventions affect supply of goods, available jobs, and consumer demand? Use evidence from your graphic organizer.” Before students begin writing, check to ensure that students are comfortable with all vocabulary used in the question and clarify as needed. Check student responses for accuracy and grade on a 2-point rubric.
 13. Say: “We learned that factories and the assembly line created more jobs for people in the cities. One major effect of this employment boom was urbanization.” Display the [Graph of Urban Population](#).
 14. Assign students to pairs and have them read the first paragraph of “[Urbanization](#)” and write their own definition of urbanization.
 15. Show a map of the United States. Project a [map of cities and towns](#) during industrialization. Point out major urban centers at the turn of the 20th century. Ask: “In which region are the biggest cities located? Why do you think the majority of manufacturing occurred in Northern cities?” Allow students to respond in pairs or groups. Remind students that the geography in the South allowed for more farming and that the North needed to find other ways to make money.
 16. Point out New York City on the [map of cities and towns](#).
 17. Say: “New York City was a major hub for manufacturing during industrialization. What about New York City’s geography and location would make this an ideal place for factories?” Allow students to respond. Make sure that students identify that it is close to waterways and major transportation routes. Point out Lake Erie on the [map of cities and towns](#) and remind students of the Erie Canal’s connection to the Hudson River in New York.
 18. Ask: “What are the benefits of looking at primary documents over secondary documents?” Take several responses before saying: “Primary documents transport us back in time and give us a glimpse into life for people who lived in another era from their perspective.”
 19. Create a gallery walk of life in urban factories and cities using photos and video from [Inside an American Factory](#) and the [4th Grade Industrialization Inquiry](#). Have students use the [Primary Source Analysis Tool](#).

⁵⁵ Adapted from <http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm>

20. Lead a class discussion about life in cities during this time. Encourage students to use the [conversation stems](#) during the discussion. Possible questions:
- What was housing like for people living in cities?
 - What was it like to work in factories during this time?
 - In a typical family (father, mother, teenage boy and girl, younger child and an infant), how many family members would you expect to work and what type of work would you expect them to do?
 - How would you have felt living and working in these conditions?
21. Have students write a paragraph answering: “What was life like in cities during industrialization? Use at least 2 pieces of evidence from the gallery walk graphic organizer.” Collect and grade on a 2-point rubric.

Video Bank: The Assembly Line

Origin of the Moving Assembly Line

NOTE: This screenshot is of Brian Casey, Curator of Transportation at the Henry Ford museum explaining the development of the assembly line. Teachers and their students can view this video by clicking on the following link:

<http://www.oninnovation.com/videos/detail.aspx?video=2169&title=Origin%20of%20the%20Moving%20Assembly%20Line>.



From the Henry Ford's Archive of American Innovation. www.thehenryford.org

The Model T and the Assembly Line

NOTE: This screenshot is of workers assembling a Model T. Teachers and their students can view this video describing the development of the Model T and the assembly line. The video is best viewed by copying the following link into a computer browser:

http://www.c3teachers.org/files/G4_Industrialization_02.mov



© Rick Ray/Shutterstock.com

The Assembly Line and Mass Production

NOTE: This screenshot is of an early Ford car automobile. Teachers and their students can view this video describing the development of the assembly line and the process of mass production. The video is best viewed by copying the following link into a computer browser and downloading the file: http://www.c3teachers.org/files/G4_Industrialization_04.mov



© Rick Ray/Shutterstock.com

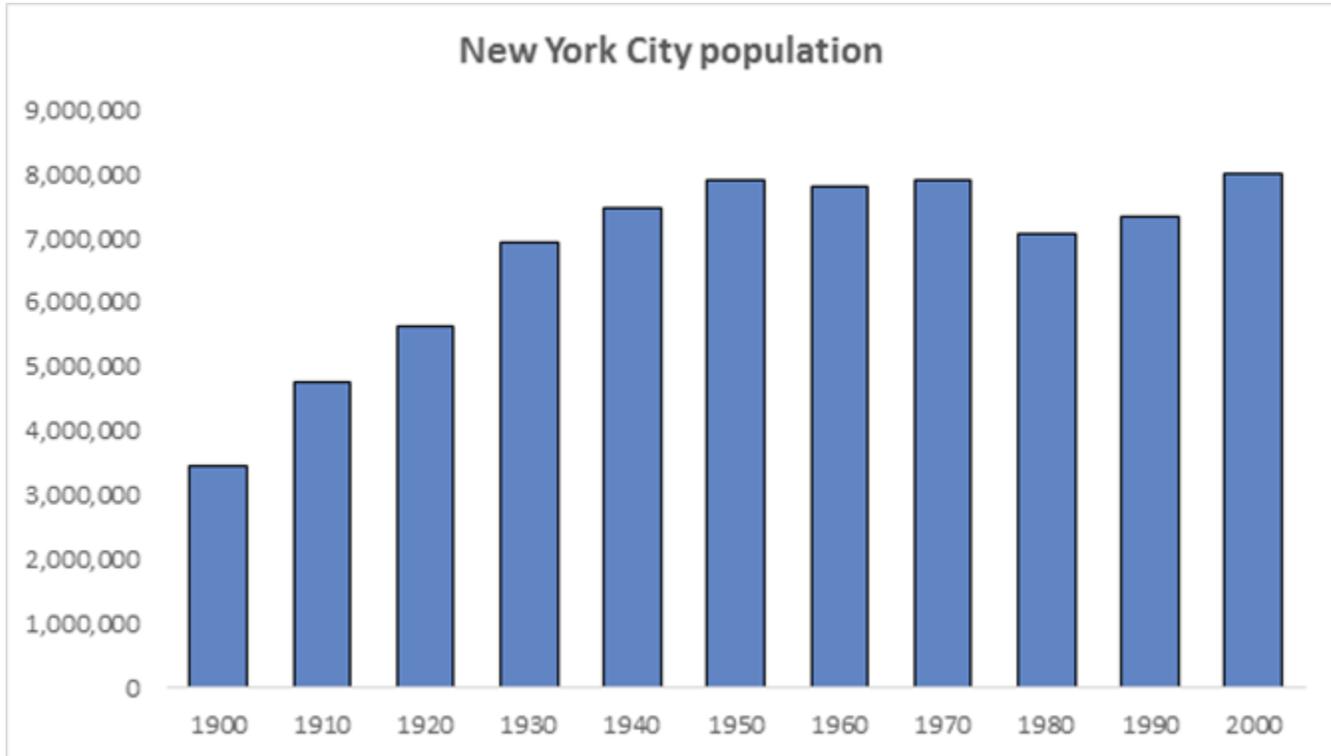
Changes from Industrialization

Invention	How did jobs change as a result of this invention?	How did this invention impact the price of goods?
Spinning Wheel		
Assembly Line		

Changes from Industrialization (Completed)

Invention	How did jobs change as a result of this invention?	How did this invention impact the price of goods?
Spinning Wheel	Jobs became more abundant. This was the birth of the factory.	This made cloth and clothing more affordable for regular people
Assembly Line	There were more jobs and they were specialized. Instead of building an entire car, a factory worker spent the entire day doing one small task.	This made cars much more affordable for regular people

Graph of New York City's Population



Unit Five Instruction

Topic Two: The Changing Face of Cities (4.1.3-4, 4.2.3, 4.2.5, 4.3.1, 4.5.2, 4.9.1, 4.9.5, 4.9.9)

Connections to the unit content: Students examine life for immigrants coming to the United States during the early 20th century. Students learn that the rise of factory jobs during industrialization led many European immigrants to come to the United States in search of economic opportunity. Immigrants left their countries of origin for a variety of reasons including famine, lack of economic opportunity, or persecution. Around the turn of the 20th century, millions of new immigrants arrived in American cities. While this influx of immigrants contributed to a more diverse culture, it also created problems with overcrowding and unsanitary conditions in urban centers. Some Americans saw immigrants as a threat to American jobs and treated them poorly as a result. Students learn that women work to improve the conditions for people living in rapidly growing cities by pushing for reform and creating settlement houses. Students examine the experience of African Americans during this period of rapid urbanization. As African Americans face more violence and discrimination in the South, many migrate to Northern cities in search of a better life. Students compare and contrast the experiences of migration of African Americans and those of European immigrants. Students also learn how African Americans contributed to city culture.

Suggested Timeline: 10 class periods

Use these sample tasks:

- [Immigration](#)
- [Urban Life for African Americans](#)
- [Describing Diversity in America](#)

To explore these key questions:

- What factors contributed to immigration of Europeans in the early 20th century?
- What was life like for immigrants living in cities?
- How have immigrants contributed to the culture of the United States?
- What role did women have in improving conditions in cities?
- What factors led to the Great Migration of African Americans to northern cities?
- How did the movement to these cities change the lives of African Americans?

That students answer through this assessment:

- Assign a grade for working together during the creation of the family budget
- Have students write a paragraph answering the question: “What was life like for poor immigrants in the early 1900s? Use evidence from your primary and secondary sources.” Collect and grade on a 2-point rubric.

Grade 4 Instructional Task: Immigration

Unit Five: The Rise of the American City, Topic Two: The Changing Face of Cities

Description: Students investigate the experience of immigrants coming to the United States at the turn of the 20th century through analysis of primary documents, and the creation of a budget from the perspective of an immigrant. Students examine the challenges faced by many immigrants during this time.

Suggested Timeline: 13 class periods

Materials: Pie chart from [The American Dream 1880-1930](#), readings from: [Immigration to the United States: 1851-1900](#), [1892 Ellis Island](#), Motivations for Westward Migration Venn diagram handout ([blank](#) and [completed](#)), [1910 Angel Island](#), [Managing Money: Needs vs. Wants, Goods & services with prices list](#), reading from [1920 Building America](#), [Tenements](#), [Primary Source Analysis Tool](#), [Gallery Walk photographs by Jacob Riis and Lewis Hines](#), [Jane Addams of Hull House](#), excerpts of [The American Dream 1880-1930](#) and [1920-1930 Backlash](#)

Instructional Process:

1. Say: “The factory jobs created during industrialization led to another large scale movement of people, this time immigrants to the United States.”
2. Display a world map and project the pie chart from [The American Dream 1880-1930](#). Ask: “Where did the majority of immigrants come from?”
3. Have students read the first paragraph of [Immigration to the United States: 1851-1900](#) Ask: “Why did people immigrate to the United States?”
4. Provide students with copies of the [Motivations for Westward Migration Venn diagram](#) handout. Draw a large version on chart paper or the board and lead a class discussion to compare and contrast this to the motivations for westward migration. The class will add to this Venn Diagram later in the unit.
5. Have students read and take the interactive tour through [1892 Ellis Island](#) and note photographs of immigrants traveling through Ellis Island as well as vocabulary. Have students discuss what it must have felt like to be an immigrant during this time. Project a [map](#) showing students the location of [Ellis Island](#). Tell students this was a processing center for immigrants crossing the Atlantic Ocean to enter the United States.
6. Project a [map](#) showing the location of [Angel Island](#). Tell students that this was a similar processing center for immigrants crossing the Pacific Ocean to enter the United States.
7. Have students read and explore [1910 Angel Island](#) and note photographs of immigrants traveling through Angel Island as well as vocabulary.
8. Have students compare and contrast the experiences of Asian and European immigrants with a Venn Diagram. Then discuss as a class.
9. Say: “New immigrants had high hopes for life in the United States. Many were ready to fulfill their American Dream and pursue new economic opportunities brought on by factory jobs. You’re going to experience what it was like for factory workers living during this time.”
10. Write the words *budget*, *needs*, *wants*, *income*, and *expense* on board and read or project the following

definition:

- Budget⁵⁶: the amount of money available for some purpose
- Income⁵⁷: the amount of money that comes in from labor or business
- Expense⁵⁸: something spent or required to be spent

11. Based on the wages of a factory worker, families had to budget for what they needed. How would spending be different today compared to spending options for factory workers during industrialization? (credit card, debit card, checks, etc.)
12. Lead a brief discussion on what needs and wants are with students, defining the terms and coming up with examples. (NOTE: teachers may choose to show the BrainPop video [Needs and Wants](#) to support the discussion. Teachers should define **need** as something you truly can't live without, and **want** as something you'd like to have but will be okay without).
13. Assign students to groups of 4. Say: "Pretend your groups are actually families of European immigrants who just arrived in the United States. You're going to work in your groups to create a family budget based on the cost of items in 1915."
14. Distribute [slips of paper with the price/cost of individual goods/services](#)⁵⁹ to each group. Print and cut enough for each group to have its own set. Have students classify each of the goods/services as a need or want in their groups. Check for accuracy.
15. Have students read: [1920 Building America](#). Tell students that most industrial workers put in 10 hour days, 6 days a week, and made about \$1.50 a day. Have students create a monthly budget based on the needs & wants of an industrial family earning a \$40.50 monthly income.
16. Lead a seminar discussion in which students discuss what life was like for immigrants living on this budget.

Possible discussion cues:

- a. What were the needs and wants of your family?
 - b. What did you address first in your budget - family needs or wants?
 - c. Were you able to afford all of your family needs?
 - d. Is it better for a family to spend on a want or save some income, after obtaining all of their needs?
 - e. Explain that today some of the needs of the poor are paid for by the government through taxes and fees. If your monthly income were reduced by \$4.00, to cover taxes and fees, would your family still be able to afford all of its needs/wants?
 - f. Is it good for society for government to use taxes to provide services to the poor? What services would your family need, based on your industrial budget?
17. Say: "Now we know that budgets were tight for poor immigrants in the early 1900s. Now, let's investigate what everyday life was like for poor immigrants living city housing." As a class, read [Tenements](#). Have students write their own definition of tenement.
 18. Have students participate in a gallery walk with [photographs of tenements by Jacob Riis and photographs of](#)

⁵⁶ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=budget>

⁵⁷ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=income>

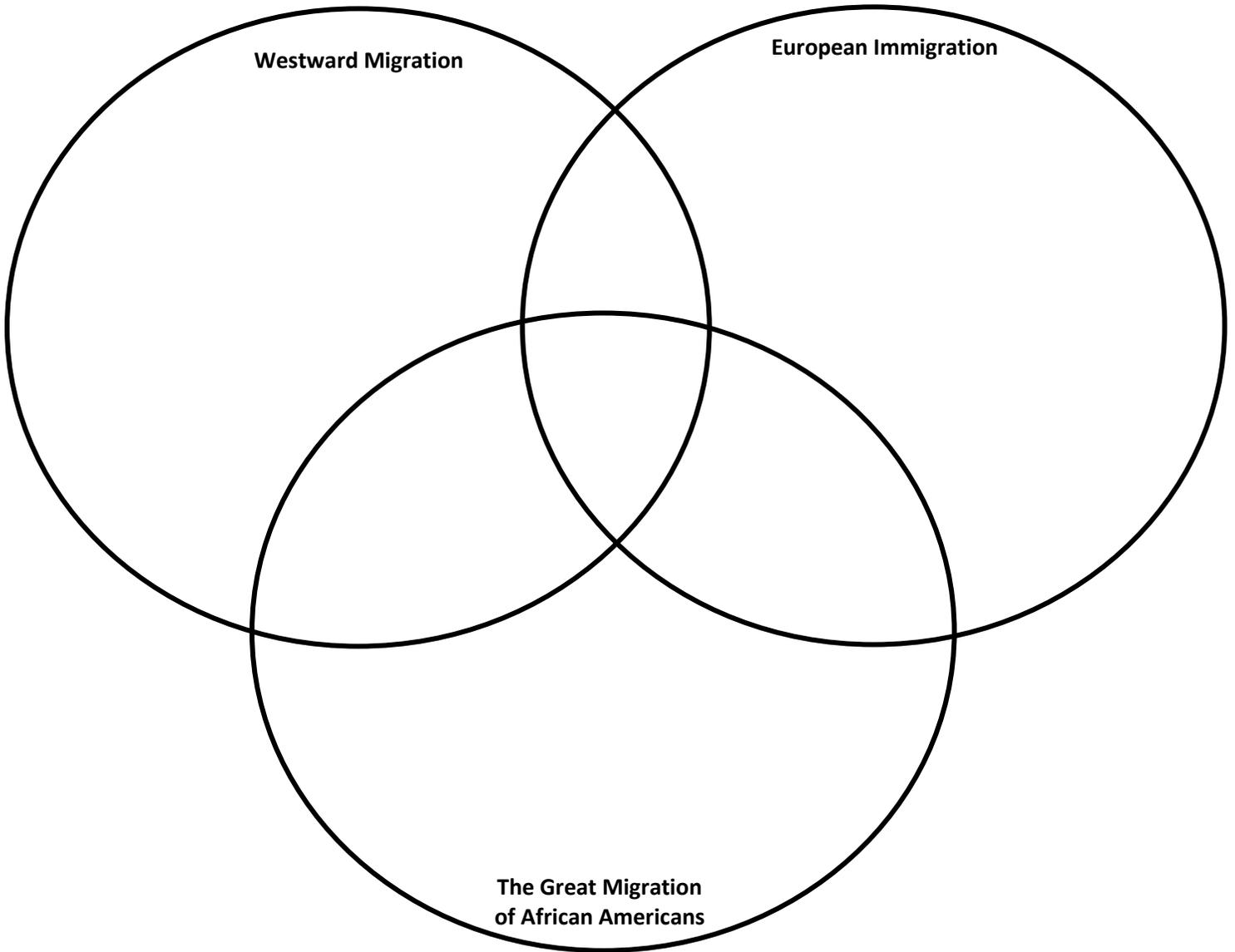
⁵⁸ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=expense>

⁵⁹ <http://money.usnews.com/money/personal-finance/articles/2015/01/02/a-glimpse-at-your-expenses-100-years-ago>,
<http://libraryguides.missouri.edu/pricesandwages/1910-1919>

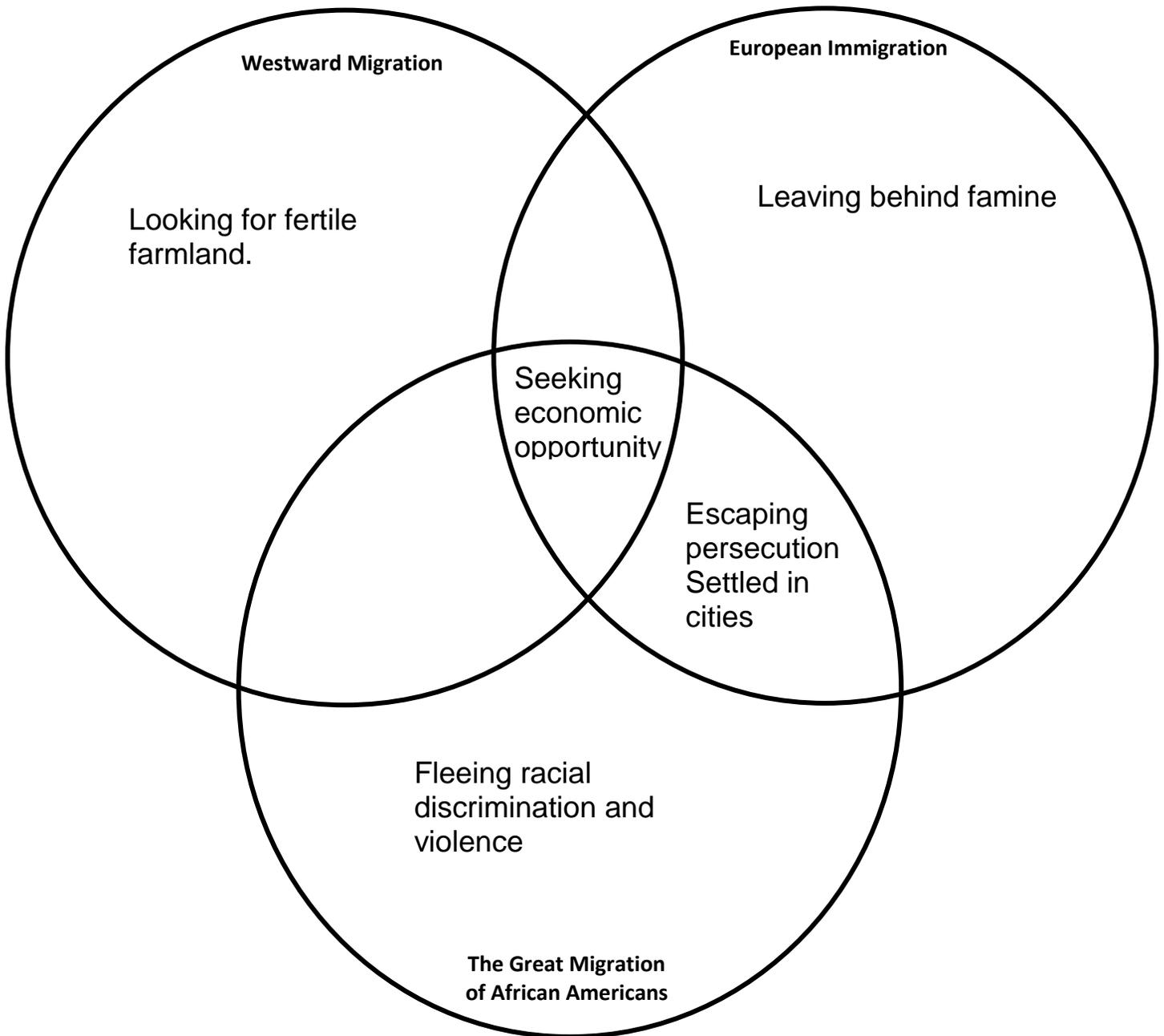
[labor conditions by Lewis Hines](#).

19. Have students use the [Library of Congress primary document analysis tool](#) and think about the question: “What was life like for poor immigrants in the early 1900s?”
20. Say: “Some people during this time, especially women, tried to help improve working conditions for poor people living in the cities.” Assign students to groups, evenly distributing strong readers across the groups. Assign each group a section of “[Jane Addams of Hull House](#).”
21. Using a [jigsaw strategy](#), have each group read their assigned sections and then present what they read to other students in the group.
22. Say: “Life for immigrants living in American cities, as we have learned, was hard. Even though they came looking for the American dream, a lot of Americans were not happy to have them here.” Have students read the [The American Dream 1880-1930](#) and [1920-1930 Backlash](#). Ask students why they think immigrants were treated poorly.
23. Have students write a paragraph answering the question: “What was life like for poor immigrants in the early 1900s? Use evidence from your primary and secondary sources to identify both the struggles and benefits of immigrating to US urban areas in the 1900s.” Collect and grade on a 2-point rubric.

Motivations for Westward Migration Venn Diagram



Motivations for Westward Migration Venn Diagram (Completed)



Gallery Walk Photographs by Jacob Riis and Lewis Hines

Yard in Jersey Street (now gone) Where Italians Live in the Worst Slums⁶⁰

by Jacob Riis



⁶⁰ This image is in the public domain and is courtesy of the Library of Congress. It is available online at http://www.loc.gov/exhibits/jacob-riis/images/jr0054_enlarge.jpg.

Lodgers in Bayard Street Tenement, Five Cents a Spot⁶¹

by Jacob Riis



⁶¹ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <http://www.loc.gov/pictures/item/2002710259/>.

Coal Miners Squat Near The North River⁶²

by Jacob Riis



⁶² This image is in the public domain and is available online at <https://www.flickr.com/photos/preuseum/5389940218/in/set-72157625909173714>.

Old Mrs. Benoit In Her Hudson Street Attic Home⁶³

by Jacob Riis



⁶³ This image is in the public domain and is available online at <https://www.flickr.com/photos/preuseum/5389948324/in/set-72157625909173714>.

A Bandit's Roost Off Mulberry Street⁶⁴

by Jacob Riis



⁶⁴ This image is in the public domain and is courtesy of the Library of Congress. It is available online at http://www.loc.gov/exhibits/jacob-riis/images/90_13_4_104_enlarge.jpg.

Peddler Who Slept in Cellar⁶⁵

by Jacob Riis



⁶⁵ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <http://www.loc.gov/pictures/item/2002710253/>.

Bohemian Cigar Makers at Work⁶⁶

by Jacob Riis



⁶⁶ This image is in the public domain and is courtesy of the Library of Congress. It is available online at https://www.loc.gov/exhibits/jacob-riis/images/90_13_4_149_enlarge.jpg.

Taking Up Residence On A Lower East Side Porch⁶⁷

by Jacob Riis



⁶⁷ This image is in the public domain and is available online at <https://www.flickr.com/photos/preuseum/5389951266/in/set-72157625909173714>.

Tenement Yard On The Lower East Side⁶⁸

by Jacob Riis



⁶⁸ This image is in the public domain and is available online at <https://www.flickr.com/photos/preusmuseum/5389347417/in/set-72157625909173714>.

General view of the spinning room, Cornell Mill, showing some of the young boys and girls employed there.
Cornell Mill.⁶⁹

by Lewis Hine



⁶⁹ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <https://www.loc.gov/resource/nclc.02493/>.

Rhodes Mfg. Co., Lincolnton, N.C. Spinner.⁷⁰

by Lewis Hine



A moments glimpse of the outer world Said she was 10 years old. Been working over a year. Location: Lincolnton, North Carolina.

⁷⁰ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <http://www.loc.gov/pictures/resource/nlc.01345/>.

Girls running warping machines in Loray mill, Gastonia, N.C. ⁷¹

by Lewis Hine



Many boys and girls much younger. Boss carefully avoided them, and when I tried to get a photo which would include a mite of a boy working at a machine, he was quickly swept out of range. "He isn't working here, just came in to help a little." Location: Gastonia, North Carolina.

⁷¹ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <http://www.loc.gov/pictures/resource/nlc.01342/>.

Group of women in sweatshop of Mr. Sentrei, 87 Ridge Street, second inner court.⁷²

by Lewis Hine



Small girl is Mamie Gerhino, 202 Elizabeth Street. She might have been 14 years old. Photo 5 P.M., February 21, 1908.
Witness Mrs. Lillian Hosford. Location: New York, New York

⁷² This image is in the public domain and is courtesy of the Library of Congress. It is available online at <http://www.loc.gov/pictures/resource/nclc.04457/>.

National Child Labor Committee. No. 72.⁷³

by Lewis Hine



⁷³ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <http://www.loc.gov/pictures/resource/nclc.01051/>.

Main entrance, Gary W. Va. Mine. Drivers and miners going to work 7 A.M. stay underground until 5:30 P.M. Location:
Gary, West Virginia.

#81. Typical Night Scene In an Indiana Glass Works.⁷⁴

by Lewis Hine



⁷⁴ This image is in the public domain and is courtesy of the Library of Congress. It is available online at <https://www.loc.gov/resource/nlc.01155/>.

Goods & Services with Prices List

Monthly rent for housing: \$10
Purchasing a home: \$3200
Car: \$2005
1 gallon of gasoline: \$0.15
1 loaf of bread: \$0.07
12 eggs: \$0.34
1 gallon of milk: \$0.36
1 pound of steak: \$0.26
1 movie ticket: \$0.15
Men's shoes: \$4
Women's shoes: \$8
1 stamp: \$0.02
1 pound of cheese: \$0.22
1 pound of butter: \$0.40
1 pound of coffee: \$0.30
1 pound of potatoes: \$0.02
1 pound of rice: \$0.09
1 pound of bacon: \$0.25
1 pound of sugar: \$0.06
12 bananas: \$0.37

Grade 4 Instructional Task: Urban Life for African Americans

Unit 5: The Rise of the American City, Topic 2: The Changing Face of Cities

Description: Students examine the causes and effects of the mass migration of African Americans from the rural South to urban North. Students engage in analysis of the Harlem Renaissance era art in order to understand the changing image of African Americans in the United States.

Suggested Timeline: 6 class periods

Materials: [The Great Migration](#) (video & article), [Map of the Great Migration](#), [Harlem Renaissance](#), using [Christopher Myers' illustration of the poem "Harlem"](#), ["See, Think, Wonder"](#) graphic organizer

1. Say: "We just finished learning about immigrants coming to the United States in search of more opportunity and better lives for themselves and their families. Immigrants were not the only ones who contributed to the rapid urbanization in the early 1900s, hundreds of thousands of African Americans also moved to the cities, but they moved from the South."
2. Have students brainstorm in pairs what they remember about life for African Americans in the South. Discuss as a class and record responses on the board.
3. Show the video "[Sound Smart: The Great Migration](#)." Explain that sharecropping was a system of farming labor that was used after the Civil War. It was meant to keep maintain, as much as possible, the old pre-Civil War conditions of a landowner having economic control over those working the lands, most of whom were newly emancipated, or freed, African Americans.
4. Ask: "Why did African Americans want to leave the South before Brown v. Board of Education? Why did they want to go to Northern cities?" Refer back to [Motivations for Westward Migration Venn diagram](#) handout to compare and contrast the reasons for westward migration and European immigration. Use the third circle and "The Great Migration of African Americans." Lead a discussion to compare and contrast this experience to the others.
5. Display a [Map of the Great Migration](#) and read "[The Great Migration](#)" using the [jigsaw strategy](#). Afterwards, lead a class discussion to make connections between this and other mass migrations they have learned about. (e.g. Westward movement, Chinese/Irish immigration for railroads, European immigration during industrialization)
6. Say: "In this case, migration did not change borders or territory of the United States, but the culture of the cities themselves." Show the video on the [Harlem Renaissance](#).
7. Ask: "Why was the Harlem Renaissance significant?"
8. Read "Harlem" by Walter Dean Myers using [Christopher Myers' illustration of the poem](#). Ask: "How was life in Harlem different than life for blacks in the South?"
9. Create a gallery walk of Harlem Renaissance Art, highlighting the work of [Jacob Lawrence](#) (especially his Migration series), [Aaron Douglas](#), and Romare Bearden. Have students fill in a "[See, Think, Wonder](#)" graphic organizer as they complete the gallery walk. Note: [Visible Thinking](#) provides tips for how to start this routine.
10. Have students write a paragraph to answer the question: "What was the goal of the Harlem Renaissance?" Remind students to make a clear claim and provide evidence. Check for accuracy and grade the written response using the [LEAP assessment social studies extended response rubric](#).

Grade 4 Instructional Task: Describing Diversity in America

Unit 5: The Rise of the American City, Topic 2: The Changing Face of Cities

Description: Students explore what it means to be diverse in the United States through a discussion about different representations of diversity.

Suggested Timeline: 3 class periods

Materials: Download materials from [Lesson 1 Sessions 1-4- American Flavor: A Cultural Salad of Diversity](#), [photos of mosaics](#)

1. Write the word diverse on the board and read/project the following definition⁷⁵:
 - Diverse: differing from one another
2. Ask: “Is the United States a diverse country?” Have students support their response with evidence from this unit. Lead a group discussion, ensuring that students include both immigrant groups and African Americans.
3. Use [Lesson 1 Sessions 1-4- American Flavor: A Cultural Salad of Diversity](#) from the National Constitution Center as an introduction to the idea of diversity in the US. Note: If teachers do not have access to the book, *I Am America*, read aloud can be found [here](#).
4. Say: “The US is one of the most diverse countries in the world. When we talk about diversity, there are a few different ways that people describe the US.” Explain to students that the United States is sometimes referred to as a “melting pot,” a “salad bowl,” and a “cultural mosaic” because of its diverse population.
5. Project a photograph of a [salad](#). Have students list all of the things that people put in a salad. Ask: “How might this represent diversity in the US?”
6. Project an image of a [melting pot](#). Ask: “How is this different from a salad?” Explain that in a melting pot or gumbo, all of the ingredients cook together, becoming one, whereas in a salad, even though the ingredients are mixed up, they still maintain their original form. Ask: “What does a melting pot represent about diversity in the US?”
7. Say: “Some people say the US is not a salad bowl or a melting pot, but rather a cultural mosaic.” Show students several [photos of mosaics](#) and have them pay close attention to the small pieces composing a larger image. Ask: “What does a cultural mosaic represent about diversity in the US?”
8. Distribute the Immigration and Diversity Primary Document set. Have students engage in a [philosophical chairs debate](#) to answer the question: “Is the United States more of a salad bowl, melting pot, or cultural mosaic?”
9. Have students write two paragraphs answering: “Paragraph 1: Which vocabulary term is the best model for diversity in the US: salad bowl, melting pot, or cultural mosaic? Be sure to use evidence from European immigration during industrialization and the Harlem Renaissance. Paragraph 2: Which vocabulary term do you see as a good fit to represent either you or your family/community?” Collect and grade on a 2-point rubric.

⁷⁵<http://www.wordcentral.com/cgi-bin/student?book=Student&va=diverse>

Unit Five Assessment

Description: Students write an essay answering the question: What are the economic and social effects of progress?

Suggested Timeline: 2 class periods

Student Directions: Use your knowledge of history and your resources from the unit to write a short essay answering the question: What are the economic and social effects of progress? As you write, consider the meaning of progress, how industrialization impacts people and the economy, and the impact of population changes.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 4.2.2, 4.2.4-5, 4.3.1, 4.5.2, 4.8.2-3, 4.9.3-4, 4.9.9. They also meet the expectations for [ELA/Literacy Standards](#): W.4.2

Unit Six Overview

Description: Students explore the impact of new inventions and advancing innovation on people’s lives and the ways that people interact with each other and the world.

Suggested Timeline: 2-3 weeks

Grade 4 Content	
Impact of Technology	How has technology impacted the way that people live and interact?

Topics (GLEs):

1. [Innovation in Everyday Life](#) (4.3.1, 4.9.4, 4.9.6, 4.9.10)
2. [Our Shrinking World](#) (4.3.1, 4.9.8)

Unit Assessment: Students write a short essay to answer the question “How has technology impacted the way that people live and interact?”

Unit Six: Impact of Technology	Topic One: Innovation in Everyday Life Topic Two: Our Shrinking World
Key Connections: <ul style="list-style-type: none"> <i>Technological innovations in communication, education, transportation, and manufacturing processes have impacted migration, settlement, economic development, and social values</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States	<ul style="list-style-type: none"> Define the terms technology and innovation, and explain their importance (impacts on everyday life, can have economic impacts, impacts on workforce, impacts on health and life expectancy) Explain how technology has changed life overtime (home appliances, medical technology, transportation and communication technologies) Discuss major innovations in transportation and communication technology in the 20th century (automobiles, telephones, television, radio, airplanes, computers, internet, social media) Explain how developments in transportation and communication technology has affected the economy
4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services	<ul style="list-style-type: none"> Provide examples of human, natural, and capital resources using transportation and communication technological advancements (for the example of an airplane: human resources are needed to build an airplane, natural resources are needed for the parts and fuel, capital resources are needed to build the factory where the airplane is assembled)
4.9.3 Define the terms profit and risk and explain how they relate to each other	<ul style="list-style-type: none"> Explain the profit and risk of developing new technologies
4.9.4 Investigate the relationship between supply, demand, and price	<ul style="list-style-type: none"> Define and give examples of the economic terms scarcity and demand Explain how scarcity impacts price
4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy	<ul style="list-style-type: none"> Discuss the roles of household incomes in the economy (being producers, consuming goods and services, creating demand for products, paying taxes) Discuss the roles of businesses in the economy (providing jobs, providing goods and services; consuming goods, services, and natural resources) Discuss the roles of banks in the economy (providing capital resources to businesses)

	<ul style="list-style-type: none"> Discuss the roles of government in the economy (using taxes to purchase goods and provide services, providing jobs)
<p>4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange</p>	<ul style="list-style-type: none"> Explain the advantages and disadvantages of using debit cards/checking account, credit cards, and cash
<p>4.9.10 Analyze the benefits of increasing skills</p>	<ul style="list-style-type: none"> Explain how increasing skills can allow people to meet more needs and wants Explain how increasing skills can lead to increased income
<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> compare and contrast past and present viewpoints on a given historical topic conduct simple research summarize actions/events and explain significance differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> Compare and contrast what life was like before and after the invention of home appliances Conduct simple research on technology and innovation in the 20th century Explain the significance of new technologies on the workforce and society Explain how new technologies have changed society in both positive and negative ways.

Unit Six Instruction

Topic One: Innovation in Everyday Life (4.3.1, 4.9.1, 4.9.4, 4.9.6, 4.9.8-9)

Connections to the unit content: Students examine the impact of inventions and technology on everyday life. Students learn that technology has helped people to live longer. Advancements in medical technology dramatically increase the life expectancy of people. Knowledge of basic health and sanitation, particularly lacking during industrialization, have also kept people from getting sick. Students learn that new household inventions make domestic life easier and more convenient. Students examine the role of households on the economy and the impact of household products on supply & demand and the consumer economy.

Suggested Timeline: 6 class periods

Use this sample task:

- [Changes to Everyday Life](#)

To explore these key questions:

- How did advancements in medical technology impact people's lives?
- What were the effects of household inventions on domestic life?
- What were the effects of household inventions on the economy?

That students answer through this assessment:

- Students write a paragraph answering the question: "How has technology impacted everyday life and the economy? Use the washing machine or iPhone as evidence to support your claim." Grade on a 2-point rubric.
- Discussion on the impact of advancements on the lives of people, including overall life expectancy. Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students.

Grade 4 Instructional Task: Changes to Everyday Life

Unit Six: Impact of Technology, Topic One: Innovation in Everyday Life

Description: Students examine the impact of medical advancements and household technology on the everyday lives of people.

Suggested Timeline: 6 class periods

Materials: [Washing Machines: A History video](#), [Old fashioned laundry on a washboard video](#), [Image of a hand crank washing machine](#), [Early electric machine video](#), [1950s TV Commercial for Easy Washing Machine \(1955\)](#), reading from [Waiting in Line for iPhone](#), chart paper, access to research materials for students, Medical Advancements Research Organizer ([blank](#) and [completed](#))

Instructional Process:

1. Say: “This year we have learned how borders and people of the United States have changed over time. In this final unit, we will examine the role of technology in creating that change.”
2. Write the words technology and innovation on the board, and read/project the following definitions:
 - Technology⁷⁶: the use of science in solving problems
 - Innovation⁷⁷: a new idea, method, or device
3. Say: “Technology and innovation can make life easier and more convenient for people.”
4. Say: “New inventions meant that the demands of consumers also changed. At the beginning of the 20th century, women may have purchased a washboard to make laundry a little easier but as technology advanced so did consumer demand.”
5. Project the following videos and images about the history of the washing machine and instruct students to note the changes in technology over the years: [Washing Machines: A History video](#), [Old fashioned laundry on a washboard video](#), [Image of a hand crank washing machine](#), [Early electric machine video](#), and [1950s TV Commercial for Easy Washing Machine \(1955\)](#).
6. Ask: “How has innovation in clothes washing changed life over time?”
7. Assign students to pairs or groups, and have them brainstorm other examples of appliance technology in their house and how that improvements to technology may have changed life between their grandparent’s time as child to their time as children. List examples on the board.
8. Say: “Consumers are never content. Each time new versions of a product come out, the demand for these items increases. Other **innovations** directly impact the economy as well.”
9. Provide students with access to [Waiting in Line for iPhone](#). Divide students into pairs using an established classroom routine. Instruct students to read the article and then facilitate a discussion on needs, wants, price, scarcity, and demand. Encourage students to use the [conversation stems](#) during the discussion. Possible questions:

⁷⁶ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=technology>

⁷⁷ <http://www.wordcentral.com/cgi-bin/student?book=Student&va=innovation>

- a. Is an iPhone an example of a need or want?
 - b. At what point in family's budgeting or spending is it appropriate to spend family finances on iPhones for family members?
 - c. What economic concept is demonstrated by people waiting in line to buy something?
 - d. Based on that, what can you predict about the price?
 - e. What happens to the price of older items when new products become available? Why?
 - f. What happens to businesses when there is this level of demand for a product?
 - g. How is the workforce impacted by the development of new technologies?
10. Say: "In order to afford more expensive appliances or technology, many modern families use credit over cash to purchase wants that might be outside of the family's budget." Explain the difference between debit and credit cards and checking vs. savings accounts, then ask: "What does a check fit best with -- debit or credit, checking or savings?"
11. Ask students to discuss the following question: "What type of spending is most appropriate for purchasing items like iPhones or other new technologies?" Ensure that students are using proper vocabulary terms when sharing their opinions as a class and supporting their claims with strong arguments.
12. Have students write a paragraph answering the question: "How has technology impacted everyday life and the economy? Use the washing machine or iPhone as evidence to support your claim." Grade the written response using the [LEAP assessment social studies extended response rubric](#).
13. Say: "Innovation does more than makes life more convenient and stimulate the economy. Advancements in medical technology can save lives and help people live longer." Have students think about going to the doctor. Ask students if they have ever gotten shots or been put on antibiotics. Say: "Many of the diseases that used to cause serious illness or death are now preventable because of advancements in medical technology."
14. Assign students to groups to research medical advances throughout the 20th Century to discover the impact on people. Possible topics to research include:
- Vaccines
 - Antibiotics
 - Use of insulin to treat diabetes
 - Organ transplants
- Note: Teachers may provide printouts of articles if students do not have access to technology for research.
15. Provide each student with a copy of the [Medical Advancements Research Organizer](#). Instruct students to research and record information from "Before" the advance was made, and then add information to describe "After" the advance was made.
16. Instruct students to transfer their group research into chart paper or poster board for a gallery walk.
17. Have students post their posters on the wall and do a gallery walk to read their peer's findings. Have students consider how life was different after this advancement. Students take notes on each poster. Afterward, discuss the impact of these advancements on the lives of people, including overall life expectancy. Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students.

Medical Advancements Research Organizer

Topic: _____

Before advancement was made	After advancement was made

Medical Advancements Research Organizer (Completed)

Topic: _____

Before advancement was made	After advancement was made
<ul style="list-style-type: none"> ● 1912: U.S. healthcare providers and laboratories required to report all diagnosed cases ● Nearly all children got measles by the time they were 15 years of age. ● Infection resulted in flu-like symptoms and painful rash all over the body. ● Estimated that 3 to 4 million people in the U.S. were infected each year. 	<ul style="list-style-type: none"> ● In the U.S., widespread use of measles vaccine has led to a greater than 99% reduction in measles cases compared with the pre-vaccine era. ● In 2000, measles was declared eliminated from the U.S.

Unit Six Instruction

Topic Two: Our Shrinking World (4.3.1, 4.8.3-4, 4.9.2-3)

Connections to the unit content: Students examine the impact of transportation, communication, and banking technology on the interactions between people in the United States and the world. Students learn that advancements in transportation technology make movement between places easier, encouraging migration as well as the spread of new ideas and culture. Students understand that advancements in communication technology also make it faster and easier to spread ideas, culture, and news. Finally, students understand that technology has enabled monetary transactions to become faster and further away.

Suggested Timeline: 6 class periods

Use this sample task:

- [Changes to Transportation and Communication](#)

To explore these key questions:

- What are the effects of transportation technology?
- How has communication technology changed the way that people interact with each other?

That students answer through this assessment:

- Have students write a short paragraph explaining how innovations have increased interactions between people throughout America and the world. Grade on a 2-point rubric.

Grade 4 Instructional Task: Changes to Transportation & Communication

Unit Six: Impact of Technology, Topic Two: Our Shrinking World

Description: Students investigate the social and economic impacts of major innovations in transportation and communication technology throughout the 20th century on the United States.

Suggested Timeline: 4-5 class periods

Materials: Research materials available for students, innovation graphic organizer ([blank](#) and [completed](#)).

Instructional Process:

1. Say: “Earlier in the year, we learned about the impact of the transcontinental railroad. What were the benefits and drawbacks of this new technology?” Have students answer in pairs, then record responses from the group on the board.
2. Say: “Innovation in transportation and communication have had a huge impact on how the US has developed and the way that we live today.”
3. Assign students to groups to research major innovations in transportation and communication technology throughout the 20th Century. Possible topics to research include:
 - Automobiles
 - Telephones
 - Television
 - Radio
 - Airplanes
 - Computers
 - Internet (for news)
 - Social media

Note: Teachers may provide printouts of articles if students do not have access to technology for research.

4. Have students conduct research on the different innovations. As they research, have them record the following on the [innovative graphic organizer](#).
5. Have each group present their findings. During the presentations, have the other students take notes on each innovation.
6. Say: “The industries that you researched are all global industries, meaning that people around the world use the products or services of these industries. Businesses around the world also share access to the same resources.
7. Have students write the words *human*, *natural*, and *capital* at the bottom of their organizers. Explain that these are three types of resources and conduct a class discussion to determine proper definitions for each term. Have students record their definitions on their organizers.
8. Have students brainstorm with a partner some human, natural, and capital resources needed for the industry that they researched.
9. Discuss the definitions of *profit* and *risk* with students.

10. Write: “Our Shrinking World” on the board. Ask students “What is the profit and risk for both businesses and individuals of our world becoming a more interconnected place?” Lead a class discussion about the impact of technology on the ways that people move and communicate, then have students write a short paragraph explaining how a shrinking world is both profitable and risky for them. Grade on a 2-point rubric.

Innovation Graphic Organizer

Name of Innovation: _____		
Description	Benefits	Drawbacks

Innovation Graphic Organizer (completed)

Name of Innovation: Automobile		
Description	Benefits	Drawbacks
Modern day cars that run on gasoline, rather than being pulled by a horse or other animal	Faster, more convenient transportation Increased ability to move or commute	Increased sprawl outside of cities Air pollution Traffic accidents/less safe

Unit Six Assessment

Description: Students write a short essay to answer the question “How has technology impacted the way that people live and interact?”

Suggested Timeline: 2 class periods

Student Directions: Use your knowledge of history and your resources from the unit to write a short essay answering the question: “How has technology impacted the way that people live and interact?”

Resources:

- Follow the writing process from [Lessons 37-40](#) from the ELA Guidebooks 2.0 American Revolution Unit.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs (4.3.1, 4.9.4, 4.9.6, 4.9.8). They also meet the expectations for [ELA/Literacy Standards](#): W.4.2, W.4.7-9

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Grade 4 Learning Tools

The following tools are used in multiple units throughout grade <#>.

1. [Instructional Strategy One-Pager: Gallery Walk](#)
2. [Conversation stems](#)
3. LEAP assessment social studies extended response rubric
 - a. [Content](#)
 - b. [Claims](#)
4. [Discussion tracker](#)
5. [Instructional Strategy One-Pager: Socratic seminar](#)

Grades 3-5 Conversation Stems⁷⁸

Purpose: Clearly express your ideas.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What do you think about ____? • How did you answer __[the question]__? 	
<ul style="list-style-type: none"> • What is the most important idea you are communicating? • What is your main point? 	<ul style="list-style-type: none"> • Overall what I'm trying to say is ____. • My whole point in one sentence is ____.
Purpose: Make sure you are listening carefully and clearly understand the ideas presented.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Let me see if I heard you correctly. Did you say ____? • I heard you say _____. Is that correct? • Put another way, are you saying ____? 	<ul style="list-style-type: none"> • Yes/no. I said ____.
<ul style="list-style-type: none"> • Tell me more about ____ or Say more about ____. • I'm confused when you say _____. Say more about that. • Give me an example. 	<ul style="list-style-type: none"> • Sure. I said __[restate what was said and add further explanation or examples]__. • An example is ____ because __[explain why]__.
<ul style="list-style-type: none"> • Who can rephrase what X said? 	<ul style="list-style-type: none"> • ____ said ____.
Purpose: Dig deeper and provide evidence to support your claims.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What from the source(s) makes you think so? • How do you know? Why do you think that? • Explain how you came to your idea. 	<ul style="list-style-type: none"> • According to the source _____. This means _____. • If you look at _____, it says _____. This means _____. • I think _____ because _____.
Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Who can add to what X said? 	<ul style="list-style-type: none"> • Adding to what X said, _____. • I agree, and I want to add _____.
<ul style="list-style-type: none"> • Who agrees/disagrees with X? 	<ul style="list-style-type: none"> • What X said supports what I am saying because _____. • I agree/disagree with X because _____. • I see it similarly/differently because _____.
<ul style="list-style-type: none"> • How does that idea compare with X's idea? • What do you think about X's idea? 	<ul style="list-style-type: none"> • X's point _____ is important/flawed because _____.
<ul style="list-style-type: none"> • Whose thinking has changed as a result of this conversation? How and why has it changed? 	<ul style="list-style-type: none"> • Before I thought _____, but now I think _____ because _____. • My new thinking is _____ because _____.
<ul style="list-style-type: none"> • Now that you've heard __[summarize the conversation so far]__, what are you thinking? What are you still wondering about? 	<ul style="list-style-type: none"> • I still think _____, but now I wonder _____.

⁷⁸ Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

LEAP Assessment Social Studies Extended Response Rubric

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of [insert ER item text] by incorporating ample, focused factual information from prior knowledge and the sources; • Contains accurate understandings with no errors significant enough to detract from the overall content of the response; • Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of [insert ER item text] by incorporating adequate factual information from prior knowledge and the sources; • Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; • Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of [insert ER item text] by incorporating some factual information from prior knowledge and the sources; • Contains some accurate understandings with a few errors that detract from the overall content of the response; • Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of [insert ER item text] by incorporating little or no factual information from prior knowledge and the sources; • Contains few accurate understandings with several errors that detract from the overall content of the response; • Minimally addresses part of the prompt.
0	The student's response is blank, incorrect or does not address the prompt.

Dimension: Claims	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents a claim that expresses a basic understanding of the topic; • Includes limited support for the claim by using some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents a claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	<p>The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.</p>

