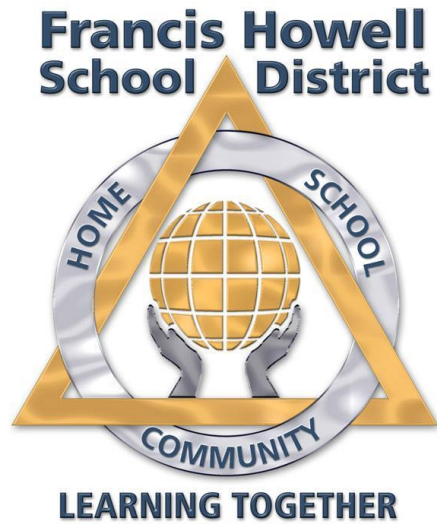


# FHSD Fourth Grade Social Studies Curriculum



**Board Approved:**

# Francis Howell School District

## Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

## Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become lifelong learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

## Values

Francis Howell School District is committed to:

*High Expectations*

*Continuous Improvement*

*Engagement, Collaboration, and Partnerships*

*Innovation*

*Safety*

*Trust, Respect, and Inclusiveness*

*Customer Service and Satisfaction*

*Accountability and Transparency*

## Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## **Social Studies Graduate Goals**

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

- **Civics:** To develop responsible citizens who possess a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy.
- **Government:** To provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- **History:** To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past develops an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- **Geography:** To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- **Economics:** To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies

## Course Rationale

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

# **Fourth Grade Social Studies Curriculum Team**

## **Curriculum Committee**

Shelby Brodland  
Heather Cox  
Natalie Morris

Independence Elementary  
Central Elementary  
Castlio Elementary

Elementary Content Leader  
Director of Curriculum & Instruction  
Chief Academic Officer  
Superintendent

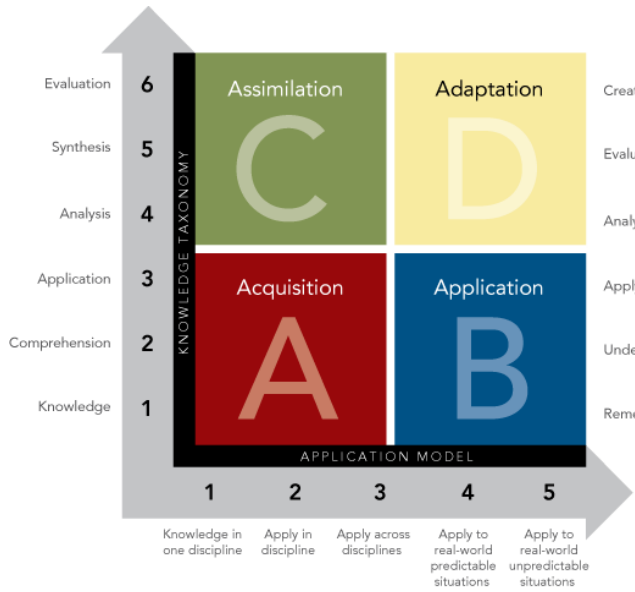
Dr. Carrie Hepburn  
David Brothers  
Dr. Nathan Hoven  
Dr. Mary Hendricks-Harris

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## ***Rigor and Relevance Framework***

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## ***21st Century Skills***

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## ***Standards***

Standards aligned to this course can be found:

[\*\*Social Studies Standards\*\*](#)

[\*\*Missouri Learning Standards for Literacy\*\*](#)

[\*\*National Educational Technology Standards\*\*](#)

# Units & Standards Overview

**Semester 1**   **Semester 2**

<b>Unit 1: Economics</b>	<b>Unit 2: Government/Missouri History</b>	<b>Unit 3: Our Growing Country</b>
<p>In this unit, students will learn about everything that goes into making economic decisions. Students will be able to compare savings and financial investments; explain supply and demand; discuss consequences of economic decisions from the past, present, and future; explain how the state gets the money it needs to provide goods and services; and explain how the economic decisions of various groups affect one another. The unit will end with a culminating project with students creating a product for sale.</p>	<p>This unit will cover both the government standards and the Missouri history standards. The first five days should be spent on government. The remaining 15 days will be spent on Missouri history.</p>	<p>This unit should take 40 days to complete and is divided into three sections. The first part of the unit focuses on Lewis and Clark and the Louisiana Purchase. This first part should take approximately 10 days to complete. The second part of the unit focuses on Westward Expansion. This part should last about 20 days. Finally, the third section of this unit focuses on Regions of the United States. Plan on about 10 days for this portion of the unit.</p>
PE Assessment:	PE Assessment:	PE Assessment:
<p>Students will demonstrate their understanding by participating in a class/grade wide “Market Day”. This activity will span approximately 10 days, after the economy standards are taught.</p> <ul style="list-style-type: none"> <li>○ Explain overall project. Brainstorm: Who is your customer? What will they want? What do they need? Decide on a product</li> <li>○ Brainstorm: What will you need? What problems could you encounter?</li> </ul>	<p>Students will take a traditional paper-pencil assessment covering the standards addressed in the unit.</p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● The Purpose of the Constitution and Bill of Rights</li> <li>● The responsibilities of the three branches of government</li> <li>● Knowledge of famous Missourians</li> <li>● Cities and rivers in Missouri                             <ul style="list-style-type: none"> <li>● Assessment</li> </ul> </li> </ul>	Activity Stations



<ul style="list-style-type: none"><li>○ Budgeting Plan What items do you need? What items could you cut?</li><li>○ Buy your materials and make your product.</li><li>○ Marketing Plan - How will you market your product?</li><li>○ Market Day: Students sell products to classmates, other classes in grade level and/or parents. Track how much you sold, how much money was made, total sales</li><li>○ Reflection</li></ul> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"><li>● Students will complete the Market Day Project and reflections.</li><li>● Student responses will be evaluated on a 3 point scale with:<ul style="list-style-type: none"><li>○ 3: Student completed all parts of the Market Day project, demonstrating a clear understanding of the activity and how it pertained to their learning</li><li>○ 2: Student partially completed Market Day project and demonstrated some understanding of the activity and how it pertained to their learning</li><li>○ 1: Student either did not participate in Market Day Project or demonstrated little understanding of the activity and how it pertained to their</li></ul></li></ul>		
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## Course Map

	<b>Unit Description</b>	<b>Performance Event Summary</b>	<b>PE Standards</b>
<p><b>Unit: 1</b> Economics</p> <p><b>4 weeks</b></p>	<p>In this unit, students will learn about everything that goes into making economic decisions. Students will be able to compare savings and financial investments; explain supply and demand; discuss consequences of economic decisions from the past, present, and future; explain how the state gets the money it needs to provide goods and services; and explain how the economic decisions of various groups affect one another. The unit will end with a culminating project with students creating a product for sale.</p>	<p>Students will demonstrate their understanding by participating in a class/grade wide “Market Day”. This activity will span approximately 10 days, after the economy standards are taught.</p> <ul style="list-style-type: none"> <li>○ Explain overall project. Brainstorm: Who is your customer? What will they want? What do they need? Decide on a product</li> <li>○ Brainstorm: What will you need? What problems could you encounter?</li> <li>○ Budgeting Plan What items do you need? What items could you cut?</li> <li>○ Buy your materials and make your product.</li> <li>○ Marketing Plan - How will you market your product?</li> <li>○ Market Day: Students sell products to classmates, other classes in grade level and/or parents. Track how much you sold, how much money was made, total sales</li> <li>○ Reflection</li> </ul> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Students will complete the Market Day Project and reflections.</li> </ul>	<p>4.ECP.4.A 4.ECP.4.A 4.ECP.4.B 4.ECP.4.D</p>

		<ul style="list-style-type: none"> <li>● Student responses will be evaluated on a 3 point scale with: <ul style="list-style-type: none"> <li>○ 3: Student completed all parts of the Market Day project, demonstrating a clear understanding of the activity and how it pertained to their learning</li> <li>○ 2: Student partially completed Market Day project and demonstrated some understanding of the activity and how it pertained to their learning</li> <li>○ 1: Student either did not participate in Market Day Project or demonstrated little understanding of the activity and how it pertained to their learning</li> </ul> </li> </ul>	
<b>Unit 2: Government/ Missouri History</b>  <b>4 weeks</b>	This unit will will cover both the government standards and the Missouri history standards. The first five days should be spent on government. The remaining 15 days will be spent on Missouri history.	Students will take a traditional paper-pencil assessment covering the standards addressed in the unit.  <b>Teacher will assess:</b> <ul style="list-style-type: none"> <li>● The Purpose of the Constitution and Bill of Rights</li> <li>● The responsibilities of the three branches of government</li> <li>● Knowledge of famous Missourians</li> <li>● Cities and rivers in Missouri <ul style="list-style-type: none"> <li>● Assessment</li> </ul> </li> </ul>	4.PR.1.C 4.PR.2.C 4.ESG.5.B 4.USH.3a.B
<b>Unit 3: Westward Expansion</b>  <b>8 weeks</b>	This unit should take 40 days to complete and is divided into three sections. The first part of the unit focuses on Lewis and Clark and the Louisiana Purchase. This first part should take approximately 10 days to complete. The second part of the unit focuses on Westward Expansion. This part should last about 20 days. Finally, the third section of this unit focuses on Regions of the United States. Plan	Students will participate in a variety of stations. Below are a few suggestions. Feel free to choose from the list below or be creative and come up with your own activities. Ideally, this should be done with your team, each teacher taking a different station, with students rotating between rooms. This could be modified to a smaller scale rotation within a single classroom.	4.USH.3a.F 4.USH.3a.H 4.ESG.5.F 4.TSSI.7.A 4.TSSI.7.B

	<p>on about 10 days for this portion of the unit.</p>	<p>Choose at least one activity per section.</p> <ul style="list-style-type: none"> <li>● Lewis and Clark activities <ul style="list-style-type: none"> <li>○ Fur Trade Activity</li> <li>○ Make a sketchbook of animals Lewis and Clark encountered</li> <li>○ Make a keel boat out of popsicle sticks or other materials of choice</li> <li>○ Create their own Peace Medal</li> </ul> </li> <li>● Westward Expansion activities <ul style="list-style-type: none"> <li>○ Pioneer cooking (making butter, kneading dough...)</li> <li>○ Pioneer children’s chores (washing clothes, stacking wood, hauling jugs of water to and from the ‘stream’...)</li> <li>○ Pioneer children’s games</li> <li>○ Dancing to fiddle music</li> <li>○ Sewing or making some other pioneer craft</li> </ul> </li> <li>● Regions activities <ul style="list-style-type: none"> <li>○ Salt dough map of a given region or the United States</li> <li>○ Travel Brochure of a state or region</li> <li>○ Digital tourist presentation of a region</li> </ul> </li> </ul> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Students will be given a “passport” to reflect on each activity and how it applies to their understanding.</li> <li>● Student responses will be evaluated on a 3 point scale with: <ul style="list-style-type: none"> <li>○ 3: Student demonstrated a clear understanding of the activity and how it pertained to their learning</li> <li>○ 2: Student demonstrated some understanding of the activity and how it pertained to their learning</li> <li>○ 1: Student demonstrated little understanding of the activity and how</li> </ul> </li> </ul>	
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		<p>it pertained to their learning</p> <p>Appendix documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Passport</a></li> <li>• <a href="#">Fur trade activity</a></li> </ul>	
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## Unit 1: Economics

<b>Content Area:</b> Social Studies	<b>Course:</b> 4th grade	<b>UNIT:</b> Economics
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<p><b>Unit Description:</b> In this unit, students will learn about everything that goes into making economic decisions. Students will be able to compare savings and financial investments; explain supply and demand; discuss consequences of economic decisions from the past, present, and future; explain how the state gets the money it needs to provide goods and services; and explain how the economic decisions of various groups affect one another. The unit will end with a culminating project with students creating a product for sale.</p>	<p><b>Unit Timeline:</b> 20 days</p>
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**DESIRED Results**

**Transfer Goal - *Students will be able to independently use their learning to.....***

- Make wise financial decisions understanding the benefits and consequences of their choices.

**Understandings – *Students will understand that... (Big Ideas)***

1. Decisions that are made financially affect others.
2. Americans live in a money based system.
3. Supply and demand affect the economic choices we make.

**Essential Questions: Students will keep considering...**

- How are the financial decisions I make impacting others?
- How do the financial choices others make impact me?
- How are groups and organizations interdependent?
- What can I do to prepare for my financial future?

Standard	Students will know...	Students will understand...	Students will be able to do...
4.ECP.4.D	<p><b>businesses</b>-a commercial operation or company</p> <p><b>government</b>-the system by which a nation, state, or community is governed</p> <p><b>household</b>-a house and its occupants regarded as a unit</p>	Decisions that are made impact a variety of stakeholders: tax payers, business owners, school districts, etc.	Explain how decisions of households, businesses, and governments affect, one another.
4.ESG.6.B	<p><b>analyze</b>-to examine carefully and in great detail</p> <p><b>charitable</b>-generous in donations or gifts to relieve the needs of indigent, ill, or helpless persons</p> <p><b>needs</b>-things required for survival</p> <p><b>organization</b>-a group of people with a particular purpose</p>	Needs can be met by a variety of programs and organizations.	Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)
4. ECP.4.A	<p><b>demand</b>-economic principle referring to a consumer's desire and willingness to pay a price for a specific good or service.</p> <p><b>supply</b>-economic concept that describes the total amount of a</p>	There is a number of things made available, called supply, and the number of things consumers want, called demand.	Explain supply and demand.

	specific good or service that is available to consumers		
4.ECP.4.B	<p><b>consequences</b>-effect of an event on the economy in a specified area, ranging from a single neighborhood to the entire globe.</p> <p><b>consumers</b>-someone who buys and uses products and services</p> <p><b>economic decisions</b>-choices made about finances</p> <p><b>environment</b>-everything that is around us. It can be living or non-living things.</p> <p><b>interpret</b>-to explain or tell the meaning of</p>	Choices have implications for future generations.	Interpret past, explain present, and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment.
4.ECP.4.C	<p><b>goods</b>-materials that satisfy human wants and provide utility</p> <p><b>services</b>-the supplying or supplier of utilities or commodities, such as water, electricity, or gas, required or demanded by the public.</p> <p><b>taxes</b>-a sum of money demanded by a government for its support or for specific facilities or services</p>	Taxes are the means by which the society raises money to cover public costs.	Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes.
4.ECP.4.A	<p><b>financial investment</b>-the purchase of goods that are not consumed today but are used in the future to create wealth</p> <p><b>savings</b>- income that is received and not spent or paid to the government in taxes</p>	There are different choices that can made in relation to finances: each choice can have a positive or negative consequence.	Compare saving and financial investment.

## Unit 1: Assessment

### EVIDENCE of LEARNING

<p><u>Understanding</u> 1,2,3,</p>	<p><u>Standards</u> 4.ECP.4.A 4.ECP.4.A 4.ECP.4.B 4.ECP.4.D 4.ESG.6.B</p>	<p><b>Unit Performance Assessment:</b></p> <p><b>Description of Assessment Performance Task(s):</b> Students will demonstrate their understanding by participating in a class/grade wide “Market Day”. This activity will span approximately 10 days, after the economy standards are taught.</p> <ul style="list-style-type: none"> <li>○ Explain overall project. Brainstorm: Who is your customer? What will they want? What do they need? Decide on a product</li> <li>○ Brainstorm: What will you need? What problems could you encounter?</li> <li>○ Budgeting Plan What items do you need? What items could you cut?</li> <li>○ Buy your materials and make your product.</li> <li>○ Marketing Plan - How will you market your product?</li> <li>○ Market Day: Students sell products to classmates, other classes in grade level and/or parents. Track how much you sold, how much money was made, total sales</li> <li>○ Reflection</li> </ul> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Students will complete the Market Day Project and reflections.</li> <li>● Student responses will be evaluated on a 3 point scale with:             <ul style="list-style-type: none"> <li>○ 3: Student completed all parts of the Market Day project, demonstrating a clear understanding of the activity and how it pertained to their learning</li> <li>○ 2: Student partially completed Market Day project and demonstrated some understanding of the activity and how it pertained to their learning</li> <li>○ 1: Student either did not participate in Market Day Project or demonstrated little understanding of the activity and how it pertained to their learning</li> </ul> </li> </ul>	<p>D Creativity Collaboration Communication Critical Thinking</p>
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		<p>Government provides money to the police department in your community. Organization uses the money to hire more police officers. Household in the community experiences less crime because of the increase in police presence.</p> <ul style="list-style-type: none"> <li>• Student partners or groups will complete the cause and effect activity.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sorting activity</a></li> </ul>		
3	4.ECP.4.A	<p>3. Supply and Demand</p> <p><b>Objective:</b> Students will be able to explain supply and demand</p> <ul style="list-style-type: none"> <li>• Show <a href="#">Supply and Demand video</a></li> <li>• Vocabulary words: supply, demand, consumers</li> </ul> <p>1st Activity</p> <ul style="list-style-type: none"> <li>• List some of the students favorite chocolate candy bars</li> <li>• Present scenarios in what-if questions</li> <li>• For each question have students write down whether the supply/demand of the product would increase or decrease <ul style="list-style-type: none"> <li>○ What if the price for your favorite candy bar was decreased by .25 cents?</li> <li>○ What if bad weather affected cacao crops overseas?</li> <li>○ What if most people decided they suddenly preferred jelly beans instead?</li> </ul> </li> </ul> <p>2nd Activity:</p> <ul style="list-style-type: none"> <li>• This activity lets students see how trends affect supply and demand.</li> <li>• Materials needed: coins, 3 different colored objects (marbles/tiles/stickers/cubes), 3 large containers</li> <li>• Each colored object gets placed into its own container and assigned the same price value.</li> <li>• Disperse the same amount of coins to each student (or vary amounts as needed)</li> <li>• For the first round, invite students to purchase colors they like with coins.</li> <li>• Determine most popular color based on student purchases and explain how high demand creates a drain on the supply.</li> <li>• Once you've established the most popular color, raise and lower prices accordingly and again have students buy whatever colors they want.</li> <li>• Discuss what factors into their decision about which objects to buy.</li> <li>• Exit ticket: Explain how this activity connects to decisions you make</li> </ul>	<p>Setting Objectives</p> <p>Nonlinguistic Representation</p> <p>Cues, Questions &amp; Advance Organizers</p>	<p>B</p> <p>Critical Thinking, Citizenship</p>

		<p>with your money.</p> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Supply and Demand</a></li> </ul>		
1	4.ECP.4.B	<p>4. Past, Present and Future Consequences</p> <p><b>Objective:</b> Students will be able to interpret past, explain present and predict future consequences of economic decisions.</p> <ul style="list-style-type: none"> <li>• Show Kid President video on <a href="#">Making Tough Decisions</a></li> <li>• Ask: How does this video relate to making economic decisions?</li> <li>• Ask: Have you ever made an economic decision that you regretted or wish you could change? Have you ever made an economic decision that you were proud of?</li> <li>• Ask: How could our economic decisions possibly impact our environment? (Examples: Businesses are providing paper straws vs. plastic straws to help the environment, Grocery stores are eliminating plastic bags, Recycling vs. Trash)</li> <li>• Show <a href="#">video</a> about making economic choices and trade offs.</li> <li>• Would You Rather Activity (this can be done as a class or in groups)</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Would you Rather Activity</a></li> </ul>	<p>Setting Objectives</p> <p>Cues, Questions, Advance Organizer</p> <p>Providing Practice</p>	<p>D</p> <p>Critical Thinking, Communication, Citizenship, Character</p>
2	4.ECP.4.A	<p>5. Compare Savings and Financial Investment</p> <p><b>Objective:</b> Students will be able to compare savings and financial investments.</p> <ul style="list-style-type: none"> <li>• Show <a href="#">Brainpop video on savings</a></li> <li>• Vocabulary words: financial investment, savings</li> <li>• Materials needed: one die per group, a tracker sheet, chance cards</li> <li>• Divide class into groups of 4 or 6.</li> <li>• Half of each group will “save” and the other half will “invest”.</li> <li>• Students will take turns rolling the die. For each roll, both teams add that amount to their tracker sheet in hundreds. For example, a roll of 2 would equal \$200.</li> <li>• The investment group would also add \$10 for each roll to simulate interest they are earning.</li> <li>• Every time a 6 is rolled, the investment group will draw a chance card and follow it’s directions.</li> <li>• At the end of allotted time or a given number of rounds, students will</li> </ul>	<p>Setting Objectives</p> <p>Identifying Similarities and Differences</p> <p>Providing Practice</p>	<p>B</p> <p>Critical Thinking, Citizenship, Character</p>

		<p>compare their savings total to their total investments.</p> <ul style="list-style-type: none"> <li>After activity, discuss pros and cons of saving vs. investing.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li><a href="#">Chance Cards</a></li> </ul>		
1,2,3	<p>4.ECP.4.A 4.ECP.4.A 4.ECP.4.B 4.ECP.4.D 4.ESG.6.B</p>	<p>6. Performance Event/Assessment: Market Day</p> <ul style="list-style-type: none"> <li>This activity will span approximately 10 days, after the economy standards are taught. <ul style="list-style-type: none"> <li>Explain overall project. Product ideas include, but are not limited to: bookmarks, bracelets, pet rocks, slime, handmade crafts. Services like: desk cleaning, hair braiding, athletic skills</li> <li>Brainstorm: Who is your customer? What will they want? What do they need? Decide on a product</li> <li>Brainstorm: What will you need? What problems could you encounter?</li> <li>Budgeting Plan What items do you need? What items could you cut?</li> <li>Buy your materials and make your product.</li> <li>Marketing Plan - How will you market your product?</li> <li>Market Day: Students sell products to classmates, other classes in grade level and/or parents. Track how much you sold, how much money was made, total sales</li> <li>Reflection</li> </ul> </li> </ul> <p>Appendix Documents: <a href="#">Market Day Project</a></p>	<p>Cues, Questions &amp; Advance Organizers</p> <p>Cooperative Learning</p> <p>Generating and Testing Hypotheses</p>	<p>D Creative Thinking, Collaboration, Communication, Critical Thinking, Citizenship, Character</p>

## UNIT RESOURCES

### Teacher Resources:

- [Brainpop on Economics](#)
- [Brainpop-Needs and Wants](#)
- [Supply and Demand Video](#)
- [Supply and Demand by Study.com](#)
- <https://www.youtube.com/watch?v=gdsCUExLE-Y>
- <https://study.com/academy/lesson/trade-offs-in-economics-definition-examples.html>
- <https://www.brainpop.com/socialstudies/economics/banking/>
- [Sorting activity](#)
- [Chance Cards](#)
- [Market Day Project](#)

### Student Resources:

- [Sorting activity](#)
- [Chance Cards](#)
- [Market Day Project](#)

### Vocabulary:

**analyze**-to examine carefully and in great detail

**businesses**-a commercial operation or company

**charitable**-generous in donations or gifts to relieve the needs of indigent, ill, or helpless persons

**consequences**-effect of an event on the economy in a specified area, ranging from a single neighborhood to the entire globe.

**consumers**-someone who buys and uses products and services

**demand**-economic principle referring to a consumer's desire and willingness to pay a price for a specific good or service.

**economic decisions**-choices made about finances

**environment**-everything that is around us. It can be living or non-living things.

**financial investment**-the purchase of goods that are not consumed today but are used in the future to create wealth

**goods**-materials that satisfy human wants and provide utility

**government**-the system by which a nation, state, or community is governed

**household**-a house and its occupants regarded as a unit

**interpret**-to explain or tell the meaning of

**needs**-things required for survival

**organization**-a group of people with a particular purpose

**savings**- income that is received and not spent or paid to the government in taxes  
**services**-the supplying or supplier of utilities or commodities, such as water, electricity, or gas, required or demanded by the public.  
**supply**-economic concept that describes the total amount of a specific good or service that is available to consumers  
**taxes**-a sum of money demanded by a government for its support or for specific facilities or services

## Unit 2: Government/Missouri History

<b>Content Area:</b> Social Studies	<b>Course:</b> 4th grade	<b>UNIT:</b> Government/Missouri History
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<b>Unit Description:</b> This unit will cover both the government standards and the Missouri history standards. The first five days should be spent on government. The remaining 15 days will be spent on Missouri history.	<b>Unit Timeline:</b> 20 days
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to.....***

- Live in a rule based society.
- Exercise their rights as a citizen
- Make contributions for the betterment of society

**Understandings – *Students will understand that... (Big Ideas)***

1. Rules, regulations, and documents are put in place to promote/aid a successful community, state, and country.
2. Citizens have rights guaranteed by the Constitution that cannot be taken away.
3. Missouri played a role in the development of our country.

**Essential Questions: *Students will keep considering...***

- How do rules apply to me?
- What does it mean to be a good citizen?

- How can I make a difference in the world around me?

Standard	Students will know...	Students will understand...	Students will be able to do...
4.PR.1.C	<p><b>Bill of Rights</b>-the first ten amendments to the US Constitution</p> <p><b>constitution</b>-the basic written set of principles and precedents of federal government in the US</p>	<p>The Constitution was created in order to form a national government with checks and balances between three branches.</p> <p>The Bill of Rights protected the people by making sure the government did not have too much power.</p>	<p>Explain the major purpose of the Constitution and the Bill of Rights.</p>
4.PR.1.B	<p><b>assemble</b>-gather together in one place for a common purpose</p> <p><b>freedom</b>-the power or right to act, speak, or think as one wants without hindrance or restraint</p> <p><b>petition</b>-a formal written request, typically one signed by many people, appealing to authority with respect to a particular cause</p> <p><b>press</b>-the gathering and publishing or broadcasting of news</p>	<p>People have given rights that cannot be taken away by the government.</p>	<p>Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government.</p>
4.PR.1.A	<p><b>law</b>- a system of rules enforced by a government</p>	<p>The state of Missouri has a constitution and laws to follow.</p>	<p>Identify and explain why Missouri has a constitution and why the state makes and enforces laws.</p>
4.U.S.H.3a.C	<p><b>heritage</b>- the traditions, achievements, beliefs, etc. that are part of the history of a group or nation</p> <p><b>settlement</b>- a place, typically one that no one has lived in, where people established a community</p>	<p>People of different nationalities often grouped together to form a community.</p>	<p>Locate and describe settlements in Missouri of people of European and African heritage.</p>

4.USH.3a.F	<b>compromise</b> - an agreement of a dispute that is reached by each side giving in a little to get what they want	There were a lot of ideas discussed before Missouri could become a state.	Outline issues of Missouri statehood, such as the Missouri Compromise
4.USH.3a.I	<b>border state</b> -a state touching another state	Missouri became part of the Confederate States; Missouri was a border state, resulting in consequences .	Explain Missouri's role in the Civil War, i.e., Missouri as a border state.
4.PR.2.C	<b>function</b> -the particular purpose for which something is used for	Government separates powers so that no one branch has too much authority over the others.	Identify and explain the functions of the three branches of government in the state government.
4.PR.2.C	<b>authoritative</b> -likely to be respected and obeyed <b>enforced</b> -to comply with <b>interpreted</b> -explain the meaning of	Legislatures are elected by the people to serve in the government; the government makes decisions for the people.	Describe how authoritative decisions are made, enforced and interpreted within the state government.
4.ESG.5.B	Cities can be located on maps	Knowing how to locate places on a map helps you understand geography and our state.	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph.
4.USH.3a.I	Missouri wasn't always a state with its own government	There is a difference in the way Missouri was before the Civil War and after the Civil War.	Describe the changes in Missouri since the Civil War in education, transportation, and communication.
4.USH.3a.B	<b>contributions</b> -to give (money, time, knowledge, assistance, etc.) to a common supply, fund, etc., often for charitable purposes <b>significance</b> -being worthy of attention; importance	People have an impact on state and national heritage.	Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton.



## Unit 2: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>  1,2,3	<u>Standards</u>  4.PR.1.C 4.PR.2.C 4.ESG.5.B 4.USH.3a.B	<u>Unit Performance Assessment:</u> <b>Description of Assessment Performance Task(s):</b>  Students will take a traditional paper-pencil assessment covering the standards addressed in the unit.  <b>Teacher will assess:</b> <ul style="list-style-type: none"> <li>● The Purpose of the Constitution and Bill of Rights</li> <li>● The responsibilities of the three branches of government</li> <li>● Knowledge of famous Missourians</li> <li>● Cities and rivers in Missouri               <ul style="list-style-type: none"> <li>● Assessment</li> </ul> </li> </ul>	A  Critical Thinking
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## Unit 2: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
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1, 2	4.PR.1.C	<p>1. U.S. Constitution Objective: Students will be able to explain the major purpose of the Constitution.</p> <ul style="list-style-type: none"> <li>● Review/revisit classroom rules and discuss how they relate to Missouri and our state laws.</li> <li>● Why is it important for states to have laws?</li> <li>● Why is it important for our classroom to have “Laws”?</li> <li>● Explain that our country has official documents defining principles and laws that protect our freedoms.</li> <li>● Pass our “Important Documents from Early America”</li> <li>● Read and discuss the article independently, with partners, or as a whole class.</li> <li>● Show <a href="#">Brainpop US Constitution: Land of the Law</a> Show it one time through, and then show it a second time stopping at each principle for students to jot down notes using the graphic organizer.</li> <li>● Have students take notes on the 7 principles and write the purpose for the U.S. Constitution in their own words.</li> </ul> <p><b>Appendix Documents:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Important Documents from Early America</a></li> <li>● <a href="#">US Constitution Principles</a></li> </ul>	Advanced Organizer	B Collaboration, Citizenship
1,2	4.PR.1.C 4.PR.1.B	<p>2. Bill of Rights <b>Objective:</b> Students will be able to explain the major purpose of the Bill of Rights and understand how those rights cannot be taken away.</p> <ul style="list-style-type: none"> <li>● Use Scott Foresman <i>Missouri</i> text (see Bill of Rights - view <a href="#">video</a> and read aloud pgs. 32-40) You can also watch the <a href="#">Bill of Rights Brain Pop video</a> or <a href="#">Schoolhouse Rock I’m Just a Bill</a></li> <li>● Discuss what the term “rights” means. Identify the purpose of the Bill of Rights after reading/watching.</li> <li>● Lead agreement circles to discuss issues related to the Bill of Rights. Have the class form a large circle. Stand in the middle and pose a value statement like “The principal should make everyone wear uniforms to school.” Or, “The police should use computers to learn everything about a person.” Students who strongly disagree with your statement don’t move. Students, who strongly agree, step into the center of the circle, near you. Students who agree or disagree somewhat, step in to the center of the circle in proportion to their agreement. Have students pair up with students</li> </ul>	Nonlinguistic Representation Cooperative Learning	B Citizenship, Collaboration Critical Thinking

		<p>who share the same opinion and different opinion to discuss the issue and how it relates to the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• Tell students they are going to work in partners to explain and illustrate one of the amendments in the Bill of Rights.</li> <li>• Pass out Amendments Organizer for partnerships to use.</li> <li>• Once finished, have partners share their illustrated amendment with class.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Bill of Rights Chart</a></li> <li>• <a href="#">The Bill of Rights and Amendments Information</a></li> <li>• <a href="#">Amendment Organizer</a></li> </ul>		
1, 3	4.PR.1.A 4.PR.2.C	<p>3. Missouri Constitution</p> <p><b>Objective:</b> Students will be able to explain why Missouri has a constitution and why the state makes and enforces laws. Students will identify and explain the functions of the three branches of state government.</p> <ul style="list-style-type: none"> <li>• Discuss vocabulary words: law, function, authoritative, enforced, interpreted</li> <li>• Review the 3-branches of the U.S. government with the students. Pass out the 3 Branches of Government poster or display it on the SMART board.</li> <li>• Participate in a group sort to review the responsibilities of the branches of government.</li> <li>• Give the students the article Missouri's Government.</li> <li>• Read the article and then complete the graphic organizer comparing the state government to the U.S. government.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">3 Branches of Government Poster</a></li> <li>• <a href="#">3 Branches of Government Sort</a></li> <li>• <a href="#">Missouri Government</a></li> </ul>	Cooperative Learning  Similarities and Differences	B  Citizenship  Collaboration Critical Thinking
3	4.USH.3a.C 4.ESG.5A 4.ESG.5G	<p>4: Missouri Settlements</p> <p><b>Objective:</b> Students will be able to locate and describe settlements in Missouri of people of European and African heritage.</p> <ul style="list-style-type: none"> <li>• Discuss vocabulary words settlement, immigrant and heritage</li> <li>• Read and discuss pgs. 50-53 and 70-73 in Scott Foresman <i>Missouri</i> text.</li> <li>• Label early settlements on an Early Settlements Map of Missouri. They will interpret the map and explain the significance of the placement of these settlements.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Early Settlement Map</a></li> </ul>	Advance Organizer	B Critical Thinking

3	4.USH.3a.F 4.ESG.5.A	<p>Activity 5: Missouri Statehood</p> <p><b>Objective:</b> Students will be able to outline the issues of Missouri Statehood such as the Missouri Compromise. Show the <a href="#">discoveryeducation video</a></p> <ul style="list-style-type: none"> <li>● Read pages 62-63 in Scott Foresman <i>Missouri</i> text.</li> <li>● Discuss map on page 64.</li> <li>● Hand out blank map of US for students to complete. Students will: <ul style="list-style-type: none"> <li>○ Write a title for the map</li> <li>○ Fill in state abbreviations</li> <li>○ Color in slave states and free states</li> <li>○ Create a map key</li> </ul> </li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">Missouri Compromise Map</a></li> </ul>	Nonlinguistic Representation	B Critical Thinking
3	4.USH.3a.I	<p>6: Missouri and The Civil War</p> <p><b>Objective:</b> Students will be able to explain Missouri's role in the Civil War (Missouri as a border state). Students will be able to describe the changes in Missouri since the Civil War in education, transportation and communication.</p> <ul style="list-style-type: none"> <li>● Read pages 77-81 in Scott Foresman <i>Missouri</i> text.</li> <li>● Hand out compare and contrast organizer.</li> <li>● Number students 1-3.</li> <li>● Jigsaw in groups pages 82-87. Groups will fill out the section of the organizer that relates to the part they read.</li> <li>● Get into expert groups to determine what and how they will teach the most important parts of their section to other classmates</li> <li>● Form new groups with one expert from each group to teach each other about their section.</li> </ul> <p>Appendix Document:</p> <p><a href="#">Compare and Contrast Organizer</a></p>	Cooperative Learning  Advanced Organizer  Similarities and Differences	B  Collaboration  Critical Thinking  Communication
3	4.ESG.5.B 4.ESG.5.A ISTE 3	<p>7: Locate Cities</p> <p><b>Objective:</b> Students will be able to locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph.</p> <ul style="list-style-type: none"> <li>● Hand out blank map of Missouri and help students locate and label the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph.</li> <li>● Refer to the Scott Foresman Missouri text pages 67-69, 83, and 92 for information on why each city is important to Missouri. Or students could use Google Maps to access information.</li> </ul>	Nonlinguistic Representation	B Critical Thinking

		Appendix Document: <ul style="list-style-type: none"> <li><a href="#">Missouri Cities Map</a></li> </ul>		
3	4.USH.3a.B ISTE 3	<p>8: Important Missourians</p> <p><b>Objective:</b> Students will be able to identify people from Missouri that have made significant contributions such as Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton.</p> <ul style="list-style-type: none"> <li>Use index in the Scott Foresman Missouri text to locate the famous Missourians found in the above objective.</li> <li>Students will document what the Missourian is famous for on the organizer.</li> <li>For practice, students could cut apart the names and information sections and complete a matching activity with a partner.</li> <li>This could also be an opportunity to incorporate technology such as a Thinglink, Google Slides, video presentation, etc.</li> </ul> <p>Appendix Document:</p> <ul style="list-style-type: none"> <li><a href="#">Important Missourians</a></li> </ul>	Advanced Organizer	A Collaboration Communication

Unit 2: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- [Brainpop US Constitution: Land of the Law](#)
- [Important Documents from Early America](#)
- [US Constitution Principles](#)
- [Video](#)
- [Bill of Rights Brain Pop video](#)
- [Schoolhouse Rock I'm Just a Bill](#)
- [Bill of Rights Chart](#)
- [The Bill of Rights and Amendments Information](#)
- [Amendment Organizer](#)
- [3 Branches of Government Poster](#)
- [3 Branches of Government Sort](#)

- [Missouri Government](#)
- [Early Settlement Map](#)
- [discoveryeducation video](#)
- [Missouri Compromise Map](#)
- [Important Missourians](#)
- [Missouri Cities Map](#)
- [Compare and Contrast Organizer](#)
- Assessment

**Student Resources:**

- [Important Documents from Early America](#)
- Scott Foresman *Missouri* text
- [Bill of Rights Chart](#)
- [The Bill of Rights and Amendments Information](#)
- [Amendment Organizer](#)
- [3 Branches of Government Sort](#)
- [Missouri Government](#)
- [Early Settlement Map](#)
- [Missouri Compromise Map](#)
- [Missouri Cities Map](#)
- [Compare and Contrast Organizer](#)
- Assessment

**Vocabulary:**

**assemble**-gather together in one place for a common purpose

**authoritative**-likely to be respected and obeyed

**Bill of Rights**-the first ten amendments to the US Constitution

**border state**-a state touching another state

**compromise**- an agreement of a dispute that is reached by each side giving in a little to get what they want

**constitution**-the basic written set of principles and precedents of federal government in the US

**contributions**-to give (money, time, knowledge, assistance, etc.) to a common supply, fund, etc., often for charitable purposes

**enforced**-to comply with

**freedom**-the power or right to act, speak, or think as one wants without hindrance or restraint

**function**-the particular purpose for which something is used

**government**-the form or system of rule

**heritage**- the traditions, achievements, beliefs, etc. that are part of the history of a group or nation

**interpreted**-explain the meaning of

**law**- a system of rules enforced by a government

**petition**-a formal written request, typically one signed by many people, appealing to authority with respect to a particular cause

**press**-the gathering and publishing or broadcasting of news

**settlement**- a place, typically one that no one has lived in, where people established a community

**significance**-being worthy of attention; importance

## Unit 3: Our Growing Country

<b>Content Area:</b> Social Studies	<b>Course:</b> 4th grade	<b>UNIT:</b> Westward Expansion
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<b>Unit Description:</b> This unit should take 40 days to complete and is divided into three sections. The first part of the unit focuses on Lewis and Clark and the Louisiana Purchase. This first part should take approximately 10 days to complete. The second part of the unit focuses on Westward Expansion. This part should last about 20 days. Finally, the third section of this unit focuses on Regions of the United States. Plan on about 10 days for this portion of the unit, five of these days include a video and note taking sheet for each region.	<b>Unit Timeline:</b> 40 days
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### DESIRED Results

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Reference artifacts and documents to understand the past
- Choose from and utilize a variety of tools to learn information about the world around them

#### **Understandings – *Students will understand that... (Big Ideas)***

1. People play a role in developing/influencing their environment
2. Our lives are changed by the advancements of our country/community
3. The physical growth of our country impacted all people

#### **Essential Questions: *Students will keep considering...***

- How can I play a role in influencing my environment?
- What kind of advancements change our community?
- How have we been impacted by the growth of our country?



Standard	Students will know...	Students will understand...	Students will be able to...
4.USH.3a.G	<b>contribution</b> -to give (money, time, knowledge, assistance, etc.) to a common supply, fund, etc., often for charitable purposes	Presidents make contributions while they're in office.	Describe the contributions of Thomas Jefferson.
4.USH.3a.H	<b>sequence</b> -put in order	There is a relationship between the Louisiana Purchase and Lewis and Clark's expedition.	Sequence and describe the importance of a. Louisiana Purchase b. Lewis and Clark Expedition.
4.ESG.5.G	<b>interpret</b> - explain the meaning of <b>consequences</b> -a result or effect of an action or condition <b>geography</b> -the nature and relative arrangement of places and physical features	Geography can help in making interpretations and predictions.	Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).
4.TSSI.7.A	<b>primary source</b> - a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. <b>secondary source</b> - a document that interprets primary sources. Secondary sources may have pictures, quotes or graphics of primary sources in them.	There is a difference between primary and secondary sources and they are used for different purposes. .	Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals, and photos)
4.USH.3a.F	<b>expansion</b> -the action of becoming larger or more extensive. <b>motivation</b> -the reason or reasons one	Missouri played an important role in Westward Expansion.	Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a

	has for acting or behaving in a particular way.  <b>hardship</b> -a condition that is difficult to endure; suffering		jumping-off point to the West.
4.TSSI.7.A	<b>artifact</b> -an object made by a human being	Artifacts help us understand the past, and other cultures.	Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).
4.USH.3a.I	<b>evaluate</b> -form an idea of the amount, number, or value of; assess <b>impact</b> -have a strong effect on someone or something	Westward Expansion impacted Native Americans in a variety of ways.	Evaluate the impact of westward expansion on the Native American in Missouri.
4.ESG.6.C	<b>constructive</b> -serving a useful purpose <b>conflict</b> -a serious disagreement or argument,	There are various ways to resolve conflicts.	Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer.
4.ESG.5.D	<b>environment</b> -the surroundings or conditions in which a person, animal, or plant lives or operates.	People can be affected by changing environments.	Describe how people are affected by, depend on, adapt to and change their environments.
4.TSSI.7.B	<b>timeline</b> -a graphic representation of the passage of time as a line. <b>diagram</b> -to represent something in graphic form	Using maps and tools can help people understand other areas of study.	Create maps, timelines, diagrams, and cartoons to enhance studies in civics, history, economics, and geography.
4.ESG.5.A	<b>construct</b> - to build or erect	Different types of maps are used for different purposes.	Construct and interpret maps.
4.ESG.5.F	<b>rural</b> - relating to the countryside <b>landscape</b> -visible features of an area	There are 5 regions of the United States and each is unique depending on the landscape. Regions affect the population and resources in the area.	Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous

			regions look different from landscapes in plains regions).
4.ESG.5.C	<p><b>population</b>-the inhabitants of a given area</p> <p><b>architecture</b>-designing and constructing buildings</p> <p><b>recreation</b>-activity done for enjoyment when not working</p> <p><b>communication</b>-the exchange of information or news</p> <p><b>transportation</b>- moving people and goods from one place to another</p>	<p>All places have characteristics and humans add to the natural characteristics of a place.</p> <p>Each place is unique, depending on the people living in the area and their resources.</p>	Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc).
4.TSSI.7.A	<b>media</b> - the means of mass communication	There are a variety of library media resources and are used depending on the purpose or information that needs to be gathered.	Identify and use library media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons).
4.TSSI.7.A	<p><b>auditory</b>- relating to the sense of hearing</p> <p><b>graphic</b>-relating to visual art, especially involving drawing, engraving, or lettering</p>	Visual, graphic, and auditory aids are used for different purposes.	Identify, select, and use visual, graphic, and auditory aids.

### Unit 3: Assessment

#### EVIDENCE of LEARNING

<u>Understanding</u>  1,2,3	<u>Standards</u> 4.USH.3a.F 4.USH.3a.H 4.ESG.5.F	<p><b>Unit Performance Assessment:</b> <b>Description of Assessment Performance Task(s):</b></p> <p>Students will participate in a variety of stations. Below are a few suggestions. Feel free to</p>	B
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	<p>4.TSSI.7.A 4.TSSI.7.B</p>	<p>choose from the list below or be creative and come up with your own activities. Ideally, this should be done with your team, each teacher taking a different station, with students rotating between rooms. This could be modified to a smaller scale rotation within a single classroom. Choose at least one activity per section.</p> <ul style="list-style-type: none"> <li>● Lewis and Clark activities <ul style="list-style-type: none"> <li>○ Fur Trade Activity</li> <li>○ Make a sketchbook of animals Lewis and Clark encountered</li> <li>○ Make a keel boat out of popsicle sticks or other materials of choice</li> <li>○ Create their own Peace Medal</li> </ul> </li> <li>● Westward Expansion activities <ul style="list-style-type: none"> <li>○ Pioneer cooking (making butter, kneading dough...)</li> <li>○ Pioneer children’s chores (washing clothes, stacking wood, hauling jugs of water to and from the ‘stream’...)</li> <li>○ Pioneer children’s games</li> <li>○ Dancing to fiddle music</li> <li>○ Sewing or making some other pioneer craft</li> </ul> </li> <li>● Regions activities <ul style="list-style-type: none"> <li>○ Salt dough map of a given region or the United States</li> <li>○ Travel Brochure of a state or region</li> <li>○ Digital tourist presentation of a region</li> </ul> </li> </ul> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Students will be given a “passport” to reflect on each activity and how it applies to their understanding.</li> <li>● Student responses will be evaluated on a 3 point scale with: <ul style="list-style-type: none"> <li>○ 3: Student demonstrated a clear understanding of the activity and how it pertained to their learning</li> <li>○ 2: Student demonstrated some understanding of the activity and how it pertained to their learning</li> <li>○ 1: Student demonstrated little understanding of the activity and how it pertained to their learning</li> </ul> </li> </ul> <p>Appendix documents:</p> <ul style="list-style-type: none"> <li>● Passport</li> <li>● Fur trade activity</li> </ul>	<p>Creative Thinking</p>
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### Unit 3: Sample Activities

#### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2, 3	4.USH.3a.G 4.USH.3a.H 4.ESG.5.G	<p>1. Thomas Jefferson and the Louisiana Purchase</p> <p><b>Objective:</b> Students will understand the contributions of Thomas Jefferson and be able to describe the Louisiana Purchase.</p> <ul style="list-style-type: none"> <li>● Make a quick KWL chart. Have students discuss anything they may already know about Thomas Jefferson and/or the Louisiana Purchase. Add to chart. Ask students what they might want to know about this topic. Add to the chart.</li> <li>● Introduce students to President Thomas Jefferson by watching the Thomas Jefferson <a href="#">Brainpop</a>.</li> <li>● Discuss one of Thomas Jefferson’s greatest contributions - The Louisiana Purchase.</li> <li>● Read pages 10-13 in In Their Own Words: Lewis and Clark.</li> <li>● Pass out Early 1800’s in America Map. Have students color in the 13 original states and the territories east of the Mississippi River. This was the area already owned by the United States. Using a second color, have students color in the Louisiana Purchase. Ask students for their observations and lead students to noticing the size of the U.S. was doubled due to the purchase of the Louisiana Territory.</li> <li>● Discuss reasons Jefferson wanted the LA Territory explored by Lewis and Clark.               <ul style="list-style-type: none"> <li>● Detailed account of all new plant and animal life</li> <li>● Create a map</li> <li>● Find a water route to the Pacific Ocean (Northwest Passage)</li> <li>● Learn about and make friends with Natives</li> </ul> </li> </ul>	Advanced Organizer	B  Communication

		<ul style="list-style-type: none"> <li>Finish KWL chart by adding what students learned today.</li> </ul> Appendix Documents: <ul style="list-style-type: none"> <li><a href="#">Early 1800's in America map</a></li> </ul>		
3	4.TSSI.7.A 4.TSSI.7.B	<p>2. Lewis &amp; Clark Expedition</p> <p><b>Objective:</b> Students will be able to evaluate the difference between primary and secondary sources.</p> <ul style="list-style-type: none"> <li>Hand out vocabulary organizer.</li> <li>Refer to page 8 in In Their Own Words: Lewis and Clark to read about primary and secondary sources.</li> <li>Students will fill out the vocabulary organizer independently</li> <li>Students can then work with a partner or in a group to discuss meanings of primary and secondary sources</li> <li>Show examples of primary sources (pgs. 24, 27, 36, 42, 61) and discuss how they differ from secondary sources (pgs. 53, 55, 56, 80-81) On pages 80-81, discuss as a timeline as well as a secondary source.</li> <li>Have students work together to complete a classify and sort activity</li> </ul> Appendix Documents: <ul style="list-style-type: none"> <li><a href="#">Vocabulary chart</a></li> <li><a href="#">Primary &amp; Secondary Sources Sort</a></li> </ul>	<p>Advance, cues, and organizers</p> <p>Cooperative Learning</p> <p>Similarities and Differences</p>	<p>C</p> <p>Collaboration</p>
3	4.ESG.6.C 4.ESG.5.D	<p>3. Resolving Conflict</p> <p><b>Objective:</b> Students will understand the conflicts Lewis and Clark faced on their expedition and how they adapted to their environment</p> <ul style="list-style-type: none"> <li>Divide students into 3 groups: Conflicts with Nature, Conflicts with People, Conflicts with Weather. Have each group research their conflict with the following page numbers. <ul style="list-style-type: none"> <li>Nature: 35-36, 36-37, 60-61, 62, 63-64, 65-67, 68-69, 88-89, 90-92, 97</li> <li>People: 47-50, 63-64, 73-74, 84-85, 100, 105-108</li> <li>Weather: 55, 60-61, 66, 79, 82-83, 92-93, 103-104</li> </ul> </li> <li>Get into expert groups to determine what and how they will teach what they learned to other classmates.</li> <li>Form new groups with one expert from each group to teach each other.</li> </ul> Appendix Documents: <ul style="list-style-type: none"> <li><a href="#">Problem solving organizer</a></li> </ul>	<p>Cooperative Learning</p> <p>Summarizing and Note-taking</p>	<p>C</p> <p>Collaboration</p>

1, 2, 3	4.USH.3a.F	<p>4. Westward Expansion: Motivations</p> <p><b>Objective:</b> Students will be able to summarize the events in westward expansion, including people’s motivation, their hardships, and Missouri as a jumping-off point to the West.</p> <ul style="list-style-type: none"> <li>● Make a KWL chart. Have students discuss anything they may already know about Westward Expansion. Add to chart. Ask students what they might want to know about this topic. Add to the chart.</li> <li>● Watch Brainpop video: Westward Expansion as an introduction.</li> <li>● Add new information to KWL chart.</li> <li>● Read TrueFlix book <i>The Oregon Trail</i> Chapter 1.</li> <li>● Add new information to the KWL Chart.</li> <li>● Have students fill out an exit slip with 3 things they learned, and one prediction about a hardship the travelers might face. <ul style="list-style-type: none"> <li>○ Teacher can follow up in next lesson on what hardships they encountered with the <a href="#">TrueFlix The Oregon Trail Chapter 5</a>.</li> </ul> </li> </ul>	Advance Organizers	Communication
3	4.USH.3A.1 ISTE 3	<p>5. Native American Struggles</p> <p><b>Objective:</b> Students will be able to evaluate the impact of westward expansion on the Native American in Missouri.</p> <ul style="list-style-type: none"> <li>● Turn and Talk. Have students discuss what they learned about Native American conflicts with Lewis and Clark.</li> <li>● Read Chapter 4 of Trueflix Westward Expansion book</li> <li>● Show Brainpop Trail of Tears video to provide more background for the Native American struggles</li> <li>● Show Trail of Tears painting, audio of Chief Joseph, or read the story John Ross and the Trail of Tears</li> <li>● Students create an exit slip answering the question, “How were Native Americans affected by Westward Expansion?” Exit slip can be via Google Classroom.</li> <li>● Create a “parking lot” poster where students can write questions or wonderings they still have about Native American struggles. Teacher can use these questions to further student learning about Native American struggles.</li> </ul> <p>Appendix:</p> <ul style="list-style-type: none"> <li>● <a href="#">Trail of Tears Painting by Max D. Standley</a></li> <li>● <a href="#">John Ross &amp; The Trail of Tears Story</a></li> <li>● <a href="#">Chief Joseph Speech Document</a></li> <li>● <a href="#">Chief Joseph Speech Audio</a></li> </ul>	Setting Objectives  Cues, Questions and Advance Organizers	B Communication

1	4.ESG.5.C 4.ESG.5.F 4.TSSI.7.A	<p>6. Middle West Region (see unit description)</p> <p><b>Objective:</b> Students will be able to compare regions and describe human characteristics of a place.</p> <ul style="list-style-type: none"> <li>● After previously modeling how to note take on at least one region, have students take out regions note-taking template they have been using.</li> <li>● Put students in partnerships or groups to watch video and take notes on the Middle West region.</li> <li>● Remind students to stop the video frequently to discuss and write down information.</li> <li>● After all students have finished the note-taking page, pull the class back together to compare regions, discussing the human characteristics of the region such as economic and recreational activities.</li> <li>● You may also want to reference the Regions text for more information. The Midwest section starts on page 223. Helpful information can be found from pg. 223-253, and 270-282.</li> </ul> <p>Appendix documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">Video link</a></li> <li>● <a href="#">Note taking organizers</a></li> </ul>	Summarizing and Note Taking  Cooperative Learning  Similarities and Differences	B  Collaboration  Communication
1	4.TSSI.7.B  4.ESG.5.A	<p>7. Regions of the United States</p> <p><b>Objective:</b> Students will be able to create and interpret a map of the United States showing the five regions.</p> <ul style="list-style-type: none"> <li>● Students are given a blank map of the United States, and a list of requirements for what to include in the map. (see student examples) <ul style="list-style-type: none"> <li>○ Title</li> <li>○ Map Legend with symbols and the map key</li> <li>○ Compass Rose</li> <li>○ Color each region a different color</li> <li>○ Label and color Missouri and Mississippi River</li> <li>○ Label and color the Rocky Mountains and Appalachian Mountains</li> <li>○ One famous place/landmark in each region</li> <li>○ One major landform in each region</li> <li>○ Three resources for economic growth (farming, mining, tourism) for each region</li> </ul> </li> </ul> <p>Appendix documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">Student Examples of Maps</a></li> <li>● <a href="#">Large US map</a></li> </ul>	Similarities and Differences	B  Creative Thinking



		<ul style="list-style-type: none"> <li>• <a href="#">Region Map scoring guide</a></li> <li>• <a href="#">Fur trade activity</a></li> </ul>		
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Unit 3: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- [Student Examples of Maps](#)
- Thomas Jefferson [Brainpop](#)
- In Their Own Words: Lewis and Clark
- [Trail of Tears Painting by Max D. Standley](#)
- [John Ross & The Trail of Tears Story](#)
- [Chief Joseph Speech Document](#)
- [Chief Joseph Speech Audio](#)
- [Region Map scoring guide](#)
- [Problem Solving Organizer](#)
- [Early 1800s map](#)
- [Primary and Secondary Sources Sort](#)
- [Vocabulary Chart](#)
- Regions text
- [Large US map](#)
- [Video link](#)
- [Note taking organizers](#)
- [TrueFlix The Oregon Trail Chapter 5.](#)

**Student Resources:**

- [Region Map scoring guide](#)
- In Their Own Words: Lewis and Clark
- [Problem Solving Organizer](#)
- [Early 1800s map](#)
- [Primary and Secondary Sources Sort](#)
- [Vocabulary Chart](#)
- Regions text
- [Large US map](#)

- [Note taking organizers](#)

**Vocabulary:**

**architecture**-designing and constructing buildings

**artifact**-an object made by a human being

**auditory**- relating to the sense of hearing

**communication**-the exchange of information or news

**conflict**-a serious disagreement or argument,

**consequences**-a result or effect of an action or condition

**construct**- to build or erect

**constructive**-serving a useful purpose

**contribution**-to give (money, time, knowledge, assistance, etc.) to a common supply, fund, etc., often for charitable purposes

**diagram**-to represent something in graphic form

**environment**-the surroundings or conditions in which a person, animal, or plant lives or operates.

**evaluate**-form an idea of the amount, number, or value of; assess

**expansion**-the action of becoming larger or more extensive.

**geography**-the nature and relative arrangement of places and physical features

**graphic**-relating to visual art, especially involving drawing, engraving, or lettering

**hardship**-a condition that is difficult to endure; suffering

**impact**-have a strong effect on someone or something

**interpret**- explain the meaning of

**landscape**-visible features of an area

**media**- the means of mass communication

**motivation**-the reason or reasons one has for acting or behaving in a particular way.

**population**-the inhabitants of a given area

**primary source**- a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.

**recreation**-activity done for enjoyment when not working

**rural**- relating to the countryside

**secondary source**- a document that interprets primary sources. Secondary sources may have pictures, quotes or graphics of primary sources in them.

**sequence**-put in order

**timeline**-a graphic representation of the passage of time as a line.

**transportation**- moving people and goods from one place to another