Grade: 4th Grade
Course: Social Studies
Year: 2023

4th Grade Social Studies Course of Study

Unit: **GOVERNMENT**
Essential Questions: How does government protect and promote the rights and responsibilities of citizens?
Big Idea: Citizenship
Big Idea: Government structure
Vocabulary: citizen, government, rights, responsibilities, election, representative, Branches of Government, legislative branch, executive branch, judicial branch, democracy, voting, bill, amendment, Checks and Balances

Connection to Social Emotional Standards and/or Social Justice Standards

Social Emotional standard- A14B-Describe how current events trigger emotions
Social Justice-AC.3-5.17 I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
AC.3-5.19 I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Connection to Vision of a Lakewood Ranger

Collaboration
Communication
Growth Mindset
Critical and Creative Thinking
Empathy
Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
Magazine *How Americans Live* HMH Manual 309-336 Magazine *How Government Works* *Plains Indians* *Northwest Coast*	**Civic Participation and Skills** *Content Statement: 15.* Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	Describe the ways citizens act in and influence their state and national government. Explain the rights and responsibilities of citizens in a democratic government. Citizens' roles and opportunities • Voting • Communicating with elected officials • Become active in civic and service organizations • Performing voluntary service Rights of citizenship	Assign students an issue that is on a current ballot. Have them research the pros and cons of the issue. Students will form an opinion on the issue and write a letter to an elected official detailing their opinion and why (Op-Ed piece). The letter should explain how they feel about an issue and what action the government should take.	Ohio Learning Standards- page 19 **Kid Citizen** https://www.kidcitizen.net/ In KidCitizen interactive episodes students explore civic and government concepts by exploring primary documents. **National Constitution Center** https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids It is designed to enhance and build upon current civic education curriculum through children's literature and other famous historical texts. Help your students build their basic civic knowledge and understand their role as active citizens. **Center for Civic Education**

Grade: 4th Grade
Course: Social Studies
Year: 2023

Peoples *13 Colonies* *The Constitution* *Teddy Roosevelt* *Civil Rights*		• Freedom of religion, speech and press • Right of petition • Right of assembly Ciitzens' civic reponsibilities • Obeying laws • Paying taxes • Serving on juries • Registering for the selective service • Respecting the rights of others		https://www.civiced.org/ Center for Civic Education has resources and lesson plans. **ICivics** www.icivics.org/ ICivics exists to engage students in meaningful civic learning. They provide teachers with well-written, inventive, and free resources
Magazine *How Government Works* HMH manual 337-364 *13 Colonies* *Benjamin Franklin* *American Gov't* *Teddy Roosevelt* *Suffragists* *Mid-20th Century in the US* *Into the 21st Century*	**Civic Participation and Skills** *Content Statement 16.* Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.	Use information effectively to make an informed decision. Students learn • Identify possible cause and effect relationships • Distinguish between fact and opinion • Read and interpret various types of data • Recognize perspective and purpose • Compare points of agreement and disagreement	Assign students to groups to research and create a chart showing reasons people are opposed to, or in favor of, the issue. Students will use the information to take a personal position and debate it.	**Lakewood City Council Link** **https://www.lakewoodoh.gov/lakewood-city-council/** **PBS** https://www.pbs.org/now/classroom/lessonplan-07.html Making Informed Decisions & Critical Thinking. As today's students become even more involved in using technology as a resource for daily life, it is crucial that we develop students' critical thinking skills to help them decipher the barrage of information available to them and use this information in their opinion-forming and decision-making processes. **Gov Sites** https://dese.mo.gov/sites/default/files/PS3A_Grade_4-6_L1.pdf Learning to make decisions; lesson plans and worksheets. As today's students become ever more involved in using technology as a resource for daily life, it is crucial that we develop students' critical thinking skills to help them decipher the barrage of information available to them and use this information in their opinion-forming and decision-making processes. **National Constitution Center** https://constitutioncenter.org/learn/educational-resources/we-the-civic This program is designed to enhance and build upon the current civic education curriculum through famous historical texts and children's literature. **ICivics** https://www.icivics.org/ This site, which was founded by former Supreme Court Justice Sandra Day O'Connor, offers engaging games and learning resources to help students understand civics and want to be more engaged in the civic process.
Magazine *How Government Works* HMH manual 337-364 *The Constitution* *American Gov't* *Immigration* *Early 20th Century in the US* *Mid-20th Century*	**Rules and Laws** *Content Statement 17.* Laws can protect rights, provide benefits and assign responsibilities.	Describe ways in which laws protect rights, provide benefits, and assign responsibilities to citizens. • Laws are established to protect rights (religion, speech, press, petition, and assembly). • Benefits provided to citizens by laws include: order in daily life, protecting property, providing public education, and protecting rights. • Responsibilities assigned to citizens by laws include: paying taxes, serving on juries, and obtaining licenses.	Write the word "Responsibility" on the board and ask students what this word means. Explain that "Responsibility" is something that one is supposed to do. Ask students to identify some responsibilities they may have. Examples could include feeding the family pet, cleaning their room, etc. Explain that each is a responsibility that people have to themselves and their families. Have the class identify issues important to them. Focus on issues within the school so the person that would have the authority to act upon it is easily identifiable. For example, if the problem is a class rule	**Ohio Senators** **https://ohiosenate.gov/senators** **Ohio Government** **https://ohio.gov/** **Judicial Learning Center** https://judiciallearningcenter.org/law-and-the-rule-of-law/ Law and the rule of the law. **ICivics** https://www.civicsrenewalnetwork.org/resources/bens-guide-to-the-u-s-government/ Go on a learning adventure with Benjamin Franklin. Ben's Guide is designed to inform students, parents, and educators about the workings of the Federal Government.

in the US			that is wrong, then the class should address the issue. If the problem is a lack of play equipment, then the PTO or principal could address the issue. The teacher will split students into small groups according to the issue in which they are most interested. Each group is to identify their position on the issue, list at least two arguments for their position, and use those arguments to develop a skit demonstrating how they might take a stand on the issue.	
Magazine *How Government Works* HMH manual 337-364 *American Revolution* *Declaration of Independence* *The Constitution* *American Gov't* *Postwar Change & Growth* *Civil Rights* *Into the 21st Century*	**Rules and Laws** *Content Statement 18.* The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	Describe how the U.S. Constitution protects the rights of citizens through the First Amendment. The First Amendment guarantees five rights: 1. Freedom of speech 2. Freedom of religion 3. Freedom of press 4. Freedom of petition 5. Freedom of assembly	Assign students to groups or pairs. Have the students break down the First Amendment into its component parts and then find a current event that represents each of the six major protections. Students will present their examples to the class in a lively discussion.	**Ben's Guide** https://bensguide.gpo.gov/ Ben's Guide to U.S. Government for Kids **Ducksters** https://www.ducksters.com/history/us_bill_of_rights.php Site explains the workings of the government. **Ducksters** https://www.ducksters.com/history/us_government/first_amendment.php Explains the First Amendment. **National Constitution Center** https://constitutioncenter.org/visit The National Constitution Center has lots of current events information on their site, linking things happening in the government to what the Constitution has to say. There are also engaging civics lessons even for primary school students, which are sometimes difficult to find.
Magazine *How Government Works* HMH manual 337-364 *America 1492* *American Revolution* *The Constitution* *American Gov't*	**Roles and Systems of a Government** *Content Statement 19.* A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	Identify the three branches of government and the responsibilities of each branch. Responsibilities: • Legislative branch makes and passes laws. • Judicial branch interprets and applies laws. • Executive branch carries out and enforces laws.	The teacher will show students how to make a chart with three columns, one for each branch of the U.S. government. Then have them fill in the columns with information they learn from reading this magazine about leaders and government. The chart should explain the responsibilities of the executive, legislative, and judicial branches and include the names of important positions for each branch. Encourage students to use color and pictures to communicate their ideas. Have students use a graphic organizer to illustrate differences and similarities between the three branches at the state and national level. The teacher assists students brainstorming a list of the different people in a school and their primary job duties (ex. Teacher, Principal, Cafeteria Worker, Custodian) Describe how the different jobs work together to make the school successful. Explain that	**Ohio Center for Law Related Education** http://www.oclre.org/aws/OCLRE/pt/sp/home_page This informative site is sponsored by the Supreme Court of Ohio, the Attorney General of Ohio, the ACLU of Ohio Foundation and the Ohio State Bar Association. **Constitution Facts** https://www.constitutionfacts.com/us-constitution-kids/ Welcome to the Fun Zone at Constitutionfacts.com where you'll find **U.S. Constitution Activities** for all ages - from word finds to crossword puzzles to treasure hunts and more! **Ohio History Central** https://ohiohistorycentral.org/w/Ohio_Constitution_of_1803 The Ohio Constitution of 1803 was Ohio's first state constitution. **Ohio Center for Law Related Education** http://www.oclre.org/aws/OCLRE/pt/sp/teaching_toolbox PDF of the state constitution from the Secretary of State's office.

Grade: 4th Grade
Course: Social Studies
Year: 2023

			our government works the same way. The government is divided into three branches. Each branch has a specific job.	**Ben's Guide** https://bensguide.gpo.gov/a-what-are-branches What are the Branches of Government?

Unit: **HISTORY**
Essential Questions: How did early American civilizations, exploration and colonization shape the history of Ohio and the United States?
Big Idea: Exploration
Big Idea: Colonization
Big Idea: State History
Vocabulary: colony, explorer, settlement, Declaration of Independence, Constitution, migration, immigrant

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Social Emotional standard- SEL A.1.4.B-Describe how current events trigger emotions
BC3.1.B -Identify strategies for persevering through challenges and setbacks
C1.2.B -Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful
C2.4 -Identify areas of improvement for school or home and develop an action plan to address these areas
C4.3.B-Recognize that individuals' needs for privacy and boundaries differ and respect those differences
Social Justice-
Identity 2 - Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
Identity 3- Students will recognize that people's multiple identities interact and create unique and complex individuals.
Diversity 8- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
Diversity 10-Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
Justice 12-Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
Justice 13-Students will analyze the harmful impact of bias and injustice on the world, historically and today.
Justice 15 - Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Connection to Vision of a Lakewood Ranger

Growth Mindset
Critical and Creative Thinking
Collaboration
Global Awareness
Communication
Empathy

Grade: 4th Grade
Course: Social Studies
Year: 2023

Suggested Pacing With HMH teacher manual and student magazines	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
Explicitly teach timelines (chronological order with text structures) *13 Colonies* *Declaration of Independence* *American Revolution* *George Washington* *Thomas Jefferson* *Industrial Revolution in America* *Civil War* *Postwar Change & Growth* *Suffragists*	**Historical Thinking and Skills** *Content Statement* 1. The order of significant events in Ohio and the United States can be shown on a timeline.	Construct a timeline of significant events in Ohio and the United States to demonstrate understanding of units of time and chronological order.	Students will research primary sources for a significant time in history and place the events relevant to that time in the appropriate chronological space (both horizontal and vertical) on a timeline. The teacher will help the class demonstrate understanding about a certain time period or event by forming a "Human Timeline". Students will hold a sign describing the date and details of the event and arrange themselves in chronological order. Students create illustrated timelines of significant historical events in Ohio (ie; a timeline for the American Revolution). There is a model timeline of The War of 1812 that could be used for students to utilize as a reference. Have students make a class timeline by lining up in order of their birth. The rules are that they cannot talk and they cannot write. (Go Noodle has visual countdown)	Ohio Memory www.ohiomemory.org Teaching History www.teachinghistory.org National Archives https://www.archives.gov/legislative/features/ohio-statehood Social Studies For Kids http://socialstudiesforkids.com/subjects/timelines.htm Pinney Fourth Grade https://pinneydreamteam.weebly.com/timeline-and-geography.html
Teach throughout the year and in collaboration with Reading. *Southwest Peoples (TE)* *Northwest Coast Peoples (TE)* *George Washington* *Lewis & Clark (TE)* *Industrial Revolution in America (TE)* *Postwar Change & Growth (TE)* *WWII (TE)*	**Historical Thinking and Skills** *Content Statement* 2. Primary and secondary sources can be used to create historical narratives.	Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.	Students will choose a primary document and write a press release or newspaper headlines and story for their document. Have students create their own primary source document and present their primary source/artifact in a creative manner. Choose a significant event from a textbook chapter. Use research to locate three primary sources and three secondary sources. Listen to some of the interviews on ohiomemory.org and have students write their own interview	Library of Congress- Primary Sources https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/ Ohio History Connection https://www.ohiohistory.org/ Docs Teach- Link to Primary Sources https://www.docsteach.org/ Teaching History- link above

Grade: 4th Grade
Course: Social Studies
Year: 2023

			questions, then record their own oral history with a family member or friend.	
Magazine *Pre-Columbian People of America* HMH manual Pages 113-140 *Declaration of Independence* *George Washington* *The New Nation* *Pioneers*	**Heritage** *Content Statement* 3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.	Explain how interactions among these groups have resulted in cooperation, conflict (hunting and agricultural territories, power and control over Ohio River Valley), and compromise (building mounds, trade, transporations, new settlements, agriculture, hunting). ● Prehistoric American Indians (Paleo, Archaic, Woodland, Late Prehistoric or Fort Ancient ● Historic American Indians (Delaware, Miami, Ottawa, Seneca, Shawnee, and Wyandot. ● Migrating Settlers/Immigrants (English, Scots-Irish, and Germans)	Have students create a graphic organizer such as a T chart or Venn Diagram where they compare and contrast prehistoric and historic American Indians. Teachers will help students understand the concept of time, making a timeline on shelf paper. Divide the timeline into 1,000-year sections, leaving sufficient space to write/label events from the past. Place names and dates of prehistoric Indian cultures in Ohio on the timeline. Have students imagine that they have been left in an Ohio forest. They have no tools and only the clothes they are wearing. They must devise methods of building shelters, making clothing, and obtaining and preparing food. Students can write imaginary diaries of how they survived the ordeal or divide into teams and discuss with teammates solutions to surviving in such a situation. The teacher will simulate an archaeological dig by setting up a "trash can dig" where students assume the role of archaeologists. In attempting to understand the cultural system of ancient people and the environment that fostered it, the student archaeologist leaves no evidence unexamined. Even discarded debris—the garbage, flint chips, pieces of broken tools, clam shells, etc.—is valuable. These things reveal as much about prehistoric culture as wadded bits of paper, pop-can tabs, and discarded batteries do for our 20th-century lifestyles. *Have students write and illustrate an essay (or poem) about how the India*ns felt about the arrival of white explorers, hunters, and settlers in the Ohio River Valley. Teachers should read aloud to the class, fiction and nonfiction, books about Prehistoric and Historic American Indians, migrating settlers, and immigrants. Then lead class discussions as they consider and debate: ● Themes of cooperation, conflict, and compromise; ● Perspective and Point of view; ● Cause and Effect; ● Compare/Contrast; and ● Using text evidence to support student thinking	**Khan Academy** https://www.khanacademy.org/humanities/us-history/the-early-republic/politics-society-early-19th-c/a/the-war-of-1812 **Intriguing Interaction by National Geographic** https://www.nationalgeographic.org/article/intriguing-interactions/ **Constitutional Rights Foundation** http://www.crfimmigrationed.org/ Educating about immigration **What's the Point** https://www.oplin.org/point/ This site helps users identify flint artifacts, but also features information on Ohio's Prehistoric People including a timeline. **Eyewitness to History** http://www.eyewitnesstohistory.com/18frm.htm History through the eyes of those who lived it (18th Century). **National Geographic** https://genographic.nationalgeographic.com/human-journey/ Map and explanation of Human Migration. **Pinney Fourth Grade** https://pinneydreamteam.weebly.com/first-ohioans.html Site has information on Ohio's glaciers, first people and geography (includes written content, images, and videos). Books ● *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly **Illustrator**: Laura Freeman Publisher: HarperCollins (2018) ISBN: 97800627424* ● *The Flight of Red Bird: The Life of Zitkala-Sa* by Doreen Rappaport ● *Red Bird Sings:The Story of Zitkala-Sa, Native American Author, Musician, and Activist Written by* Q. L. Pearce, Gina Capaldi Illustrated by: Gina Capaldi ● *Pocahontas* by Joseph Bruchac ● *Sacajawea* by Joseph Bruchac

Grade: 4th Grade
Course: Social Studies
Year: 2023

Magazine *The Northeast* *Pages 6- 7, 10-11* *touched briefly* Introduce 13 colonies map Magazine *All About Regions* *Declaration of Independence* *American Revolution* *George Washington* *Thomas Jefferson* *Benjamin Franklin*	**Heritage** *Content Statement* 4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	Explain why the American colonists united to fight for independence from Great Britain and form a new nation. Proclamation of 1763 which prohibited the colonists from settling west of the Appalachians.	Divide the class into groups where groups research Ohio's historical documents. The groups will compile a list where they determine which documents they would include on a top 10 list and why. Students will create museum displays that contain "artifacts" related to the American Revolution. Students research and bring in an "artifact" from home and include a placard with the description and purpose of the artifact. The items can be creative (i.e.: bring in a tea bag to represent the Boston Tea Party, or a dollar bill with George Washington's face on it) or literal (a replica of the Declaration of Independence) Divide the class into groups representing American Indians, migrating settlers, and immigrants. Have each group determine how they will use available resources (e.g., land, timber, water). Guide students to evaluate the impact of each decision on the other groups. They will need to present their findings in a creative manner such as posters, presentations, talk shows, etc	**Liberty Kids videos** **Memory Collection-** http://memory.loc.gov/ammem/index.html Search for information on the American colonists, taxes, Proclamation of 1763, etc. **National Archives** http://www.archives.gov/exhibits/charters_of_freedom_1.html The original text of the Declaration of Independence and the U.S. Constitution can be found here **Mission US** mission-US.org An interactive way to learn about history. **Zoom In** Zoomin.edc.org Empowering students to think deeply and critically about pivotal moments in history. **PBS** http://www.pbs.org/ktca/liberty/ A resource for teaching geographic dimensions of US history. Includes a great interactive game. *Liberty: The American Revolution.* **Library of Congress** https://www.loc.gov/rr/program/bib/frenchindian/ A guide to the French and Indian War. **Library of Congress** https://www.loc.gov/rr/program/bib/revolution/today.html A guide to the American Revolution. **Library of Congress--Middle Tennessee University** https://library.mtsu.edu/ld.php?content_id=43527422 Many of the resources in this guide can be used directly with students and others will provide background information for teachers; videos, timelines, images, etc. **Eye Witness on History** http://www.eyewitnesstohistory.com/18frm.htm History through the eyes of those who lived it (18th Century). **Laws** https://kids.laws.com/declaration-of-independence What is the Declaration of Independence? **ThoughtCo** https://www.thoughtco.com/the-intolerable-acts-2361386 American Revolution: Intolerable Acts **Books:** *George vs. George: The American Revolution as Seen from Both Sides* by Rosalyn Schanzer. This is an engaging picture book that compares and contrasts the lives and beliefs of George Washington and King George III and the role each played in the American Revolution. • *The Crossing: How George Washington Saved the American Revolution* by Jim Murphy Murphy's picture book tells the story of General

Grade: 4th Grade
Course: Social Studies
Year: 2023

				Washington's army through their defeat of the British at Trenton and Princeton. Battle maps, timeline, and websites for further reading are included. *Liberty Kids videos *American Revolution RW unit books
Magazine *All About Regions* Page 12 HMH Manual 160-161 Magazine *The Midwest* Pages 6-7 HMH Manual Page 238-239 *American Revolution* *The Constitution*	**Heritage** *Content Statement* 5. The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.	Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory. Democratic ideals: ● Encouraging education ● Guaranteeing trial by jury ● Banning slavery in the Northwest Territory ● Establishing territorial government ● Encouraging the treatment of American Indians in good faith *Political leaders in Ohio wrote Ohio's first constitution so Ohio could become a state. Ohio's Constitution was modeled after the U.S. Constitution.	Using a map, have students locate the states that were created as a result of the Northwest Ordinance. Along the Ohio Trail: A short history of Ohio Lands https://hti.osu.edu/sites/default/files/along_the_ohio_trail_nw_ordiance.pdf The teacher will use the reading handout to lead a discussion on the importance of the Northwest Ordinance. Students then complete the answers at the end, whole group, small groups, or on their own.	**Ohio History Central** **http://www.ohiohistorycentral.org/** Enter *Northwest Ordinance* in the search box for numerous resources. **Our Documents** https://www.ourdocuments.gov/doc.php?flash=true&doc=8 The original text of the Northwest Ordinance can be found here. **First Lady Library** http://www.firstladies.org/curriculum/curriculum.aspx?Curriculum=1113 Exploring the Northwest Territory **Khan Academy** https://www.khanacademy.org/humanities/us-history/the-early-republic/politics-society-early-19th-c/a/the-war-of-1812 Kahn Academy explains the War of 1812. **National Archives** https://www.archives.gov/legislative/features/ohio-statehood 200th Anniversary of Ohio information and copies of Northwest Ordinance.
*Will need to supplement with other resources *The Constitution* *The New Nation* *Westward Expansion*	**Heritage** *Content Statement* 6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.	Explain on-going conflicts before and during the War of 1812. Events leading to War of 1812 ● Battle of Fallen Timbers ● Treaty of Greenville Reasons why the U.S. declared war on Great Britain ● Impressment (forcefully taking American sailors from their ships to work on British ships along the eastern seaboard). ● British supplying weapons to American Indians ● British restrictions on American overseas trade.	As a class, generate a cause and effect chart to explain some of the unresolved issues that led to the War of 1812. Begin with the arrival of the settlers in the Ohio territory and guide the class to review issues that resulted in the French and Indian War, Revolutionary War, Northwest Ordinance, frontier wars, etc. Students create a flowchart of steps leading to the war of 1812, beginning with the Treaty of Paris and ending with the Battle of Lake Erie.	**Khan Academy** https://www.khanacademy.org/partner-content/aspeninstitute/founding-fathers/james-madison/v/isaacson-with-cheney-khan-academy-lesson- Madison and the War of 1812 video **Teaching History** https://teachinghistory.org/teaching-materials/lesson-plan-reviews/24315 In this lesson students explore the War of 1812 and learn about the historical background of the national anthem and the American flag. **WOSU--PBS** https://wosu.pbslearningmedia.org/collection/the-war-of-1812/ Lots of lesson plans, videos, and scavenger hunts on the War of 1812. Many of the activities are multidisciplinary, incorporating areas such as English Language Arts, music, and art. There was also an importance placed on creating technology-rich activities while still

				giving alternative options for teachers who may not have access to technology. **DocsTeach** https://www.docsteach.org/ Select *Documents or Activities and then Revolution and the New Nation* for images and documents or activities related to the topics. **Ohio History Central** https://ohiohistorycentral.org/w/Battle_of_Lake_Erie The Battle of Lake Erie was a pivotal naval engagement between British and American forces during the War of 1812. **Ohio History Central** https://ohiohistorycentral.org/w/Ohio_Indian_Wars The Ohio Indian Wars were a series of struggles between settlers from the newly independent United States and American Indian residents of the Ohio Country in the years after the American Revolution. **Pinney Fourth Grade** https://pinneydreamteam.weebly.com/frontier-wars.html Site is loaded with information(images and videos) on the frontier wars.
Magazine *The Southeast* Page 6-7 *Touched briefly *Civil War* *Underground Railroad*	**Heritage** *Content Statement* 7. Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.	Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.	Students can travel through the Underground Railroad by taking on the identity of a Maryland enslaved person as they navigate the route. Click "Classroom Resources" to access a wealth of materials, Great interactive site. (Pathways) https://pathways.thinkport.org/following/	**History for Kids** https://www.historyforkids.net/slavery-and-abolitionism.html Slavery and Abolitionism--During the original settlements in the 'new world', slavery of black people was common in a variety of countries including the African nations. Enslaved people were bought and sold as objects while owners in the growing new nation were both horrible and kind to them. **Mr. Donn** https://civilwar.mrdonn.org/abolitionism Slavery in America for Kids - Abolitionism (1688-1865) **Khan Academy** https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/a/abolition **The abolition movement sought to end the practice of slavery in the United States (article).** **Ducksters** **www.ducksters.com › history › civil_war › underground_railroad** **Kids learn about the Underground Railroad.** **Junior Ranger** **https://www.nps.gov/subjects/ugrr/education/upload/Junior-Ranger-Activity-Booklet.pdf** **National Underground Railroad Network to Freedom Program.** **EDSITEment!** **https://edsitement.neh.gov/lesson-plans/history-quilts** **Throughout history, women and sometimes men have used the art of quilting for many diverse purposes: to keep warm, to**

Grade: 4th Grade
Course: Social Studies
Year: 2023

				decorate their homes, to express their political views, to remember a loved one.
Magazine *Inventions* *HMH manual* *365-392* *Postwar Change & Growth* *Inventors & Inventions*	**Heritage** *Content Statement* 8. Many technological innovations that originated in Ohio benefitted the United States.	Explain how technological innovations of inventors from Ohio or that originated in Ohio benefited the United States. Examples of Ohio innovations • Light bulb • Phonograph • Traffic light • Gas mask • Cash register • airplane	Have students research and answer one of the following questions in a creative format (poster, speech, slide show, brochure, etc). In their project they will show both the positive and negative chain of events of this invention. • How has technological advancements impacted change in Ohio? • Which technological advancement brought about the most change to Ohio? • How did the transportation system improve Ohio's economy? • What was the impact on the American people? Assign students to research an Ohio inventor/invention. Students then create a brochure displaying the results of the research that includes the importance of this invention to the United States using words and pictures.	**Ohio Inventors** https://www.oplin.org/famousohioans/inventors/puzzler.html Online game of Ohio Inventors from Ohio Public Library Information Network (OPLIN). **Oplin** https://www.oplin.org/famousohioans/inventors/reading.html Bibliographies for Ohio Inventors **ThoughtCo** https://www.thoughtco.com/ohio-famous-people-1991190 Ohio Famous People--Ohio Inventors

Grade: 4th Grade
Course: Social Studies
Year: 2023

Unit: **Geography**
Essential Questions: How does geography shape our world and influence the way people live?
Big Idea: Regions
Big Idea: Mapping skills
Big Idea: Physical and human geography
Vocabulary: geography, landform, physical features, climate, population, map, compass rose, latitude, longitude

Connection to Social Emotional Standards and/or Social Justice Standards

Social Justice-
D2. 1.b Identify what creates a feeling of belonging in various relationships
D1. 3.b Describe the positive and negative impact of communicating through social and digital media

Connection to Vision of a Lakewood Ranger

Communication
Creative and Critical Thinking
Global Awareness
Collaboration
Growth Mindset

Suggested Pacing With HMH teacher manual and student magazines	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
Magazine*Geography* HMH manual Pages 1-27	**Spatial Thinking and Skills** *Content Statement* 9. A map scale and cardinal and intermediate directions can be used to describe the	Use a map scale, cardinal directions and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.	**Spatial Thinking and Skills** *Content Statement* 9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human	Use a map scale, cardinal directions and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

Grade: 4th Grade
Course: Social Studies
Year: 2023

*Will need to create/add an Ohio map and explicitly teach map scale, cardinal and intermediate directions Magazine: *All About Regions* HMH Manual 141-168 *America 1492* *Early Settlements* *George Washington* *The New Nation*	relative location of physical and human characteristics of Ohio and the United States.		characteristics of Ohio and the United States. Assign students to draw a map of Ohio. Students will create their own symbols for mountains, valleys, and cities, as well as other features such as rivers and wetlands.	
Magazine *Conservation* *The New Nation* *Postwar Change & Growth*	**Places and Regions** *Content Statement* 10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	Explain how Ohio's agriculture, industry and natural resources influence the economic development of the United States. Modern influences Ohio has had on economy: • Bio fuels • Alternative energy • Biotech industries • Food processing • Financial services	**Places and Regions** *Content Statement* 10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	Explain how Ohio's agriculture, industry and natural resources influence the economic development of the United States. Modern influences Ohio has had on economy: • Bio fuels • Alternative energy • Biotech industries • Food processing • Financial services
Magazine *U.S. Landscapes* Magazine *Northeast* HMH 169-196 Magazine *The Southeast* HMH Manual 197-224 Magazine *The Midwest* HMH 225-252 Magazine *The Southwest* HMH 253-280 Magazine *The West*	**Places and Regions** *Content Statement* 11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	Describe physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s. • Ohio was considered part of the West during the time. • North- shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories. • South- longer growing season and economic characteristics include plantation cotton and tobacco. • West- abundant natural resources and rich soil. Economic characteristics included inexpensive farmland and timber.	**Places and Regions** *Content Statement* 11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	Describe physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s. • Ohio was considered part of the West during the time. • North- shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories. • South- longer growing season and economic characteristics include plantation cotton and tobacco. • West- abundant natural resources and rich soil. Economic characteristics included inexpensive farmland and timber.

Grade: 4th Grade
Course: Social Studies
Year: 2023

HMH page 281-308 *The New Nation*				
Magazine *Geography* Pages 20-25 Magazine *The Midwest* HMH 225-252 *Plains Indians* *Northwest Coast Peoples* *America 1492* *Lewis&Clark* *WWII* *Mid-20th Century in the US*	**Human Systems** *Content Statement* 12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.	Explain human modifications to the environment are positive and negative. Examples: ● Construction of farms and towns ● Transportation systems ● Fertilizers, herbicides, and pesticides ● Destruction of wetlands and forests	**Human Systems** *Content Statement* 12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.	Explain human modifications to the environment are positive and negative. Examples: ● Construction of farms and towns ● Transportation systems ● Fertilizers, herbicides, and pesticides ● Destruction of wetlands and forests
Magazine *How Americans Live* HMH manual 309-336 Magazine *Climate* HMH manual 57-84 (Natural disasters) *Eastern Woodland Indians* *13 Colonies* *American Government* *Immigration* *Postwar Change&Growth*	**Human Systems** *Content Statement 13.* *The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.*	Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States. Push and Pull reasons for immigration and migration. ● Economic opportunity ● Conflict ● Natural disasters ● Availability of land ● Religious and political freedoms	**Human Systems** *Content Statement 13.* *The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.*	Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States. Push and Pull reasons for immigration and migration. ● Economic opportunity ● Conflict ● Natural disasters ● Availability of land ● Religious and political freedoms

Grade: 4th Grade
Course: Social Studies
Year: 2023

Magazine *The Midwest* HMH 225-252 *Regions of North America* *The New Nation* *Pioneers*	**Human Systems** *Content Statement 14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.*	Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.	**Human Systems** *Content Statement 14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.*	Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.

Unit: **Economics**
Essential Questions: How do choices about resources, goods, and services impact individuals and communities?
Big Idea: Supply and Demand
Big Idea: Economic Decision-Making
Big Idea: Interdependence
Vocabulary: columns, rows, t-chart, entrepreneurs, goods, services, capital goods, human resources, natural resources, income

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Social Emotional Standards:
A4. 1.b Identify and describe how personal choices and behavior impacts self and others
B1. 3.b Apply strategies to regulate emotions and manage behaviors
B2. 1.b Identify goals for academic success and personal growth
B2. 2.b Identify school, family and community resources, with adult support, that may assist in achieving a goal
B2. 3.b Plan steps needed to reach a short-term goal
B2. 4.b Identify alternative strategies with guidance toward a specified goal
B3. 1.b Identify strategies for persevering through challenges and setbacks
B3. 2.b Identify the cause of a challenge or setback and with assistance, develop a plan of action
Social Justice-
JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.

Connection to Vision of a Lakewood Ranger

Critical and Creative Thinking
Communication
Growth Mindset

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Grade: 4th Grade
Course: Social Studies
Year: 2023

With HMH teacher manual and student magazines		What must students know and be able to do?	How will we know if they learned this skill?	
Will need to supplement with other resources. *Plains Indians* *America 1492* *George Washington* *Thomas Jefferson* *The Constitution* *Industrial Revolution in America* *Immigration* *Inventors & Inventions*	**Economic Decision Making and Skills** *Content Statement* 20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.	Interpret information from tables and graphs.	Have students examine premade graphs that are constructed incorrectly. Have them find the mistake and explain how to fix it. Lead a discussion with students on graphs with "What if" statements. E.g., What if 5 more people chose blue as their favorite color? How would that change the graph? What if the population increased rapidly from 1950 to 1960? How would the graph change?	Ohio Learning Standards-page 20 Social Studies Vertical Alignment **Scholastic** https://www.scholastic.com/teachers/lesson-plans/teaching-content/charts-tables-and-graphs-made-fun/ These hands-on activities will take the dread out of working with data, pencil, and paper. Try them all and kids will be ready for test time. **National Center for Education Statistics** https://nces.ed.gov/nceskids/createagraph/ Here you will find five different **graphs** and **charts** for you to consider. **Reading Rockets** https://www.readingrockets.org/article/creating-bar-graphs These activities will help you and your child create simple bar charts together, learn the vocabulary of graphing, and have fun building graphs using real objects. **ThoughtCo** https://www.thoughtco.com/free-data-management-math-worksheets-2312674 Free, **printable** data management math worksheets for students. **Graphs** https://www.lcps.org/cms/lib4/va01000195/centricity/domain/10878/notesandhw.pdf Provides examples, definitions, and worksheets. **Children's books** can be a lot of fun for teaching graphs, tallying, and data collection.. ● *Tiger Math* (a zoo graphs a baby tiger's growth over time) 2nd grade - 5th grade
Magazine *How Americans Live*	**Production and Consumption** *Content Statement* 21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.	Describe how entrepreneurs use productive resources. Productive resources are used to make goods and services. ● Natural resources such as water and land. ● Human resources such as employers and employees. ● Capital goods such as money, tools, and buildings.	Have students role play coordinating a fundraiser and need to buy the resources needed to make cookies. Students will assume career-based roles (e.g., purchasing, advertising, budgeting, asking, logistics) while addressing aspects of entrepreneurship and production. Introduce students to the idea of entrepreneurship and how inventing a product can lead to becoming an entrepreneur. Go to the lesson link below. The story of Maurice Scales, an American child inventor, will be read. Students will be given categories for possible inventions, brainstorm ideas, and create their own	**Independent Courses** https://fl-pda.org/independent/courses/elementary/socialScience/section4/4e2.htm Human, Natural, and Capital Resources in the Production of Goods and Services. The number of natural resources that exist is practically countless. The lists below are a good starting point. This list for kids divides natural resources into biotic (those found in the earth's biosphere—since petroleum and natural gas have organic origins, they are included in this category) and abiotic (non-living). **YouTube** https://www.youtube.com/playlist?list=PLveA5n8CJ0q20kAI9uJLz47NlgtPMaLx1 Entrepreneurs/Productive Resources for Ohio kids. **Federal Bank of Philadelphia** https://www.philadelphiafed.org/education/teachers/lesson-plans

Grade: 4th Grade
Course: Social Studies
Year: 2023

			invention. They will complete a product description and diagram for a page in a class book. Detailed plan found here: https://www.kansascityfed.org/publicat/education/teachingresources/Entrepreneurs-and-Inventions.pdf	The Federal Reserve Bank of Philadelphia publishes lessons for K-12 teachers to use to teach economics and personal finance in their own classrooms. The lessons emphasize active- and collaborative-learning teaching methodologies. All lessons are downloadable in PDF format. Includes books at all levels. **Newsela** https://newsela.com/text-sets/418011 Entrepreneurs Changing Our World
Magazine *How Americans Live*	**Financial Literacy** *Content Statement* 22. Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.	Explain how individuals can save some of their money for later by reducing spending.	Teachers: Complete at least one lesson from each core content area (Math, Social Studies, and Language Arts) https://financeintheclassroom.org/passport/fourth/ Uncle Jed's Barbershop (click on title for active link to lesson) Students listen to Uncle Jed's Barbershop and learn about saving, savings goals, opportunity cost, and segregation. Includes handouts and a savings and spending card game.	**InCharge** https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/ Explore free lesson plans for preschool through 6th grade including lessons on saving money, budgeting, comparison shopping & making your own money. **U.S. Mint** https://www.mint.com/ultimate-resources-for-teaching-kids-about-money Here are resources and links to teach children financial literacy. **TreasuryDirect Kids** https://www.treasurydirect.gov/kids/games/games.htm Treasury games. **Everfi: Vault Program** **https://everfi.com** **Books:** ● *Pickle Patch Bathtub* by Frances Kennedy In 1925 on a farm in Missouri, a young girl concludes that she has grown too tall to fit properly in the family's washtub to take her bath. Her mom explains that a new "real" bathtub is out of the question since "We need to spend our money on more important things." The father needs a new tractor. Seeing an ad in the newspaper for a tub, the young girl and her siblings try to figure out ways to save for the tub. It takes them almost a year of doing hard jobs, but they do it! ● *Arthur's Funny Money* by Lillan Hoban Arthur attempts to save enough money to buy a T-Shirt.