



Marietta City Schools
District Unit Planner

Grade 4 Social Studies

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| Theme | <i>Unit 3 Government Ideals</i> | Unit duration (Days) | <i>5 - 10 Days</i> |
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GA DoE Standards

SS4CG1 Describe the meaning of:

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights.

b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791

Teacher note: we will not study the branches of government in this unit/ SS4GC3a will be studied in *Challenges of the New Nation*

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
9. construct charts and tables
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
17. interpret political cartoons

Themes and Enduring Understandings:

Conflict and Change: The student will understand that conflict causes change.

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions

| Essential Questions | |
|---|--|
| <p>Factual—</p> <p>What conflicts in beliefs led to the inclusion of the Bill of Rights in our Constitution? What conflicts in beliefs led to the inclusion of the Bill of Rights in our Constitution? What does “fair” mean to you? Why did the framers of our Constitution feel the need for the Preamble? What beliefs led to the inclusion of the Bill of Rights?</p> <p>Inferential—</p> <p>How might society be different if we did not have the Bill of Rights? How are a society’s beliefs and ideals used to determine what is “fair”? Are the rules you must follow fair? How do you think their experiences with King George III influenced the content of the Preamble?</p> <p>Critical Thinking-</p> <p>How do the beliefs and ideals of others affect you? How do your own beliefs and ideals affect the decisions you make?</p> | |
| Tier II Words- High Frequency Multiple Meaning | Tier III Words- Subject/ Content Related Words |
| Rights Natural Framers Pursuit Political Cartoon Ideals Declaration | Bill of Rights Constitution Amendment Natural Rights: Life, Liberty, Happiness King George, III Explain the rights in the Bill of Rights Limits on government power: why included in Constitution |

Assessments

Summative Assessment(s):

Government Ideals Blueprint and Key

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

1. [The Bill of Rights and Me](#)

Students read and discuss information about the Bill of Rights, then create a collage, illustration, PowerPoint, or written response to the question, “Why is the Bill of Rights important today?” Products will include a sentence or short paragraph explaining the product and the importance of the Bill of Rights.

Standards:

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791

2. [DBQ- Would you have signed?](#)

Students write an argument with cited evidence answering the question: *Would you have signed the Constitution?*

Standards:

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791

3. DBQ: Which ideal in the Declaration of Independence is most important?

After learning about the foundation and meaning of the Declaration of Independence, students answer the question: *Which ideal in the Declaration of Independence is most important?*

Standards:

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

[Teacher Notes](#) for this unit

Additional unit information may be found at [GA DoE Inspire](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[15-Day Plan: Foundations of America's Government](#) This plan also includes lessons for Unit 4 and Unit 5

| Objective or Content | Learning Experiences | Differentiation Considerations |
|--|---|---|
| SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791 | DBQ- Would you have signed? (Student Document) Q1 DBQ Option 1 Support and Teaching Materials (Lesson outline and additional materials) Students investigate the reasons for and purpose of The Bill of Rights through document analysis. Then, write an argument with cited evidence answering the question: <i>Would you have signed the Constitution?</i> A DBQ is a multi-Day inquiry lesson. This DBQ introduces students to the structure of the US government structure and can teach Bill of Rights. For support with the DBQ, reach out to your academic coach or the SS Coordinator. | Preview Vocabulary prior to teaching. Read aloud and/or analyze documents in small groups. Provide sentence starters for writing. Model document analysis steps. |
| SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) | It's Only Natural Students will explore the concept of Natural Rights and understand why these rights are important in the American system of government. This lesson has two parts that may be done over multiple days. | Provide a word list as needed. Group students homogeneously to allow for small group/guided instruction Assign the included read aloud to students who need support with reading. |

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| <p>SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</p> | <p>The First Amendment Students will continue learning how to apply skills necessary to analyze a political cartoon about the First Amendment.</p> | <p>Purposeful grouping and/or assignment of cartoons. Review and practice analyzing political cartoons using those previously studied.</p> |
| <p>SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791</p> | <p>Why We Have the Bill of Rights This is a two day lesson that supports student understanding of how the Bill of Rights balances power and protects citizens.</p> | <p>Provide examples to support understanding. Discuss key vocabulary. Break-down the language of the Bill of Rights into “kid friendly” terms.</p> |
| <p>Recommended High Quality Complex Texts</p> | | |
| <p><i>A More Perfect Union: The Story of Our Constitution</i> by Betsy & Giulio Maestro <i>How the U.S. Government Works</i> by Syl Sobel <i>We Live Here Too – Kids Talk About Good Citizenship</i> by Nancy Loewen <i>If Everybody Did</i> by Jo Ann Stover <i>The Journey of the One and Only Declaration of Independence</i> by Judith St. George <i>Documents of Freedom: A Look at the Declaration of Independence, the Bill of Rights, and the The US Constitution</i> by Norman Pearl</p> <p>Discovery Education Videos TLC Elementary School DE Series Use sections for this unit Liberty Kids: We The People</p> | | |