



Grade 4 Social Studies - Unit 4 - Change-Makers in the United States *(Interdisciplinary Unit)*

Unit Focus

In this interdisciplinary unit, Grade 4 students explore the lives and legacies of historical change-makers. Students begin by listening to the teacher read *Who Was Louis Armstrong?* and then work in book clubs to investigate other change-makers from the *Who Was* series. Through guided research and collaborative discussion, students examine each figure’s background, goals, obstacles, actions, and lasting impact, recording their learning step-by-step on a structured note-taking sheet.

Throughout the unit, students develop critical skills in research, summarization, and visual literacy while also practicing organization, collaboration, and thoughtful presentation. Each student group synthesizes their findings into a final project, thoughtfully sharing their changemaker’s story with the class. This culminating performance-based assessment invites peers to analyze and discuss what qualities make someone a change-maker, highlighting the enduring contributions of individuals who challenged the status quo and worked to make the world a better place.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core English Language Arts: 4</p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.4.1) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS.ELA-LITERACY.RI.4.2) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS.ELA-LITERACY.RI.4.3) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS.ELA-LITERACY.RI.4.7) Explain how an author uses reasons and evidence to support particular points in a text. (CCSS.ELA-LITERACY.RI.4.8) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS.ELALITERACY.SL.4.4) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS.ELA-LITERACY.W.4.2.B) Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-LITERACY.W.4.2.D) 	<p><i>Students will be able to independently use their learning to...</i> T1 Analyze information from multiple sources about individuals or groups, identify patterns, relationships, and underlying factors that influenced their actions, and use this understanding to evaluate how people can affect meaningful change in society.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i> U1 Individuals can challenge the status quo and create lasting change in society. U2 The actions of changemakers are influenced by the context of their time, including social, cultural, economic, and political conditions U3 People work individually and collectively through organizations and government to address societal challenges. U4 Laws and policies evolve as individuals and groups advocate for rights and social improvements. U5 Information can be organized and communicated effectively using structured strategies. U6 Collaboration and thoughtful presentation enhance understanding and impact.</p>	<p><i>Students will keep considering...</i> Q1 How can individuals or groups create meaningful change in their communities and regions? Q2 What factors influence the decisions and actions of people who make a difference?</p>	

Stage 1: Desired Results - Key Understandings

Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 4 - United States Geography	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<ul style="list-style-type: none"> • Present a summary of arguments and explanations with relevant information about a person, event, or issue in a United States region using print, oral, and digital technologies (e.g., reasoning, correct sequence, examples, data, details). (4.Inq. 4.d) • Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in a United States region. (4.Inq.4.e) • Illustrate historical and contemporary examples of individuals and groups effecting change in a region (e.g., civil rights, clean air policy, conservation, determination of National Park status, healthcare access, water and land rights). (4.Civ.14.a) • Describe ways in which people throughout United States regions benefit from and are challenged by working through government and voluntary organizations to address issues related to United States founding ideals. (4.Civ.6.a) • Explain how people have worked and are working to change laws related to communities, inclusive of religion, ethnicity, and gender, within and across United States regions. (4.Civ.12.a) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) 	<p><i>Students will know...</i></p> <p>K1 Examples of individuals and groups who effected change in U.S. regions and beyond, including their personal and historical context (e.g., civil rights, environmental sustainability, education, workers’ rights).</p> <p>K2 Obstacles and challenges faced by changemakers.</p> <p>K3 Actions and strategies taken by change makers to overcome obstacles and achieve their goals.</p> <p>K4 Lasting impact or legacy of influential individuals, including how others continue their work.</p> <p>K5 How people work individually and collaboratively, through organizations or community efforts, to address issues and create change.</p> <p>K6 Location and background of changemakers (birthplace, region, relevant places connected to their work).</p> <p>K7 How to interpret and summarize nonfiction texts effectively.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Collecting relevant information about a historical figure or group from multiple sources, including texts, illustrations, and multimedia.</p> <p>S2 Organizing research using a structured SWBST note-taking framework to track Somebody, Wanted, But, So, Then.</p> <p>S3 Identifying and analyzing the goals, obstacles, actions, and impact of changemakers.</p> <p>S4 Making connections between individual actions and broader social or environmental change.</p> <p>S5 Evaluating the significance and enduring legacy of historical and contemporary figures.</p> <p>S6 Summarizing complex information into concise, sequential notes using evidence from sources.</p> <p>S7 Engaging in collaborative discussions, listen to peers, and record key insights for comparison, reflection, and synthesis.</p>