

Social Studies Grade 4 - The Quest for Change - Early American History

Description

The fourth grade curriculum provides students with their first opportunity to study “history” in the traditional sense, where past events serve as the focus of study and are analyzed through various perspectives. Students are encouraged to draw comparisons between their own experiences and those of people from the past. The concepts studied here, including the eras of exploration, colonization, the Revolution, the U.S. Constitution, and Westward expansion, will lay the foundation for the study of American history, which will be furthered in Grade 5, Grade 8 and Grade 11.

Course Overview

Course Goals

Students will:

- understand how America came to be and how it developed in its early stages.
- understand the main motivating factors in the quest for change during the historical periods studied.
- will identify and analyze the major human characteristics of those looking to bring about change.
- will analyze how geography impacts the course of history.
- understand the role of Fairfield in the early history of the United States.
- understand the basics of the United States Constitution.

Essential Questions

- How did the quest for change lead to exploration?
- How did the quest for change lead to colonization?
- How did the quest for change lead to revolution?
- How does the Constitution of the United States reflect America’s quest for change?
- How did the quest for change lead to westward expansion?

Assessments

Common Assessments

- After reading an article about any historical figure, identify the information in the article you think is the MOST important. Then, write a “review” of the article that specifically responds to the identified information. (CMT Reading Comprehension objective C4: Select, synthesize and/or use relevant information within a written work to include in a response to or extension of the work.)

Skill Assessments

Content Outline

- I. [Unit 1 - Exploration](#)
- II. [Unit 2 - Colonization](#)
- III. [Unit 3 – American Revolution](#)
- IV. [Unit 4 – U.S. Constitution](#)
- V. [Unit 5 – Westward Expansion](#)

Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following areas:

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

Pacing Guide										
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period		
September	October	November	December	January	February	March	April	May	June	
Unit 1		Unit 2			Unit 3			Unit 4	Unit 5	
<u>Exploration</u>		<u>Colonization</u>			<u>American Revolution</u>			<u>U.S Constitution</u>	<u>Westward Expansion</u>	
8 weeks		8 weeks			10 weeks			5 weeks	8 weeks	

Unit 1 – Exploration , 8 weeks [top](#)

Standards

Unit Objectives

- Students will be able to:
- understand the main motivating factors in the quest for change during the historical periods studied.
 - identify and analyze the major human characteristics of those looking to bring about change.
 - analyze how geography impacts the course of history.

Essential Question

- How did the quest for change lead to exploration?

Focus Questions

- Why do people explore? (Possible topics: early Europeans, economics, curiosity, interest, seeking knowledge, motivation, adventure, fame, escape, riches, need, religion)
- What are the characteristics of an explorer?
- How did the search for alternate routes lead to change? ([geography: the need for alternate routes],sea exploration, new discoveries)
- How did the first explorers pursue their quest for change? (Can include: Vikings, Columbus, deLeon, Verrazzano, Magellan, Hudson, LaSalle, Cabot, Coronado, Estevanico, others)
- Where did the search begin and end? (Geography British Isles, Western Europe, Scandinavia, Asia, the Americas)
- What changes did exploration bring? (Economics, adaptation to new environment, society, civilization, new land and people (natives), geography)
- How can we see the impact of explorers on the Americas today? (Languages, religion, government, values, etc.)
- Who are the explorers of today? Who will be the explorers in the future? (Space - Connection to Science Unit: The Solar System. See “Curricular Connections” Underwater, sea explorers Microbiology Rainforest Etc.)

Assessments

- Using information from the story “Pedro’s Journal” explain in a paragraph why Columbus wanted to explore. What was he hoping to change? Using your own knowledge and experience, write another paragraph explaining whether or not you would want to live in the time of Columbus. (Reading Comprehension objective B1: Make connections between the text and outside experiences and knowledge.)
- Complete a chart that lists the specific reasons for exploring and how they applied to each country that participated. Answer this question in a paragraph: which country had the most to gain from the changes brought about by exploration?

	<u>Personal Reasons</u>	<u>Religious Reasons</u>	<u>Economic Reasons</u>	<u>Political Reasons</u>
<u>Spain</u>				
<u>Portugal</u>				
<u>France</u>				
<u>England</u>				
<u>The Netherlands</u>				

Unit 2 – Colonization , 8 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- understand how America came to be and how it developed in its early stages.
- understand the main motivating factors in the quest for change during the historical periods studied.
- identify and analyze the major human characteristics of those looking to bring about change.
- analyze how geography impacts the course of history.
- understand the role of Fairfield in the early history of the United States.

Essential Question

- How did the quest for change lead to colonization?

Focus Questions

- Why do people colonize? (Escape living conditions, religious freedom, economic gains, new resources/land/space, new start, etc.)
- What are the characteristics of a colonist?
- Where did people colonize in the New World? Why did they choose these places? (Can include colonies of: English, French, Dutch, Spanish, others, locate places on a map of the world, natural resources, luck, charter, labor, etc.)
- How did the first colonist leaders pursue their quest for change? (Can include: Wm. Bradford, Wm. Penn, Anne Hutchinson, Roger Williams, John Smith, others)
- How did the environment of each location affect the success/development of each colony? (Geographic factors, relationships with the natives)
- What are the common characteristics of the colonies? What was life like in the colonies?
- How did the colonies sustain themselves and continue to evolve? (Ex. Farming, trading, fishing, whaling, industry)
- How are explorers and colonists similar/different?
- What was Fairfield like in colonial times?
- How is the culture of the colonists evident in the United States today?

Assessments

- Using an article from Kids Discover or The Complete Book of United States History, list examples of how geography affected the development of the colonies. Write a paragraph that proposes an answer to the question: “How did the environment affect the success/development of any colony you choose?” (Language Arts connection to Objective B4 of the Reading Comprehension strands: Use evidence from the text to draw and/or support a conclusion.)
- As a final project (Revolution unit), answer the following question in a five-paragraph essay: How did America achieve the changes it hoped to accomplish by fighting the Revolution? Read several articles and books about the Revolution. After each one, list the information that helps you answer this question. Make sure to record the information you need for a bibliography.
- Compose songs or skits that show how America’s quest for change was fulfilled during the colonial and Revolutionary War eras.

Unit 3 – American Revolution, 10 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- understand how America came to be and how it developed in its early stages.
- understand the main motivating factors in the quest for change during the historical periods studied.
- identify and analyze the major human characteristics of those looking to bring about change.
- analyze how geography impacts the course of history.
- understand the role of Fairfield in the early history of the United States.

Essential Question

- How did the quest for change lead to revolution?

Focus Questions

- What is Revolution?
- Why was the Revolutionary War fought? What changes were wanted? (Causes/events that led to the war, Can include: French and Indian War, Boston Massacre, Boston Tea Party, Declaration of Independence, Sons of Liberty, House of Burgesses, etc.)
- How did the perspectives of Loyalists and Patriots compare? Why were their attitudes toward change different?
- What were the major battles of the war and what was the impact of each on the outcome of the war? (Can include: Lexington and Concord, Bunker Hill, Saratoga, Yorktown)
- What role did Fairfield play in the Revolutionary War?
- How did certain individuals impact the need for change? (Can include: Sam Adams, John Adams, Abigail Adams, George Washington, Deborah Sampson, Molly Pitcher, Thomas Jefferson, Sybil Luddington, John Paul Jones)
- What impact did other nations have in the Revolution? Why did they get involved? What change were they after? (French, Spanish, Hessians)
- How did the results (cost/gains) of the Rev. War impact America's quest for change?
- What are the characteristics of a revolutionary?
- How are the revolutionaries and colonists alike/different?

Assessments

- As a final project, answer the following question in a five-paragraph essay: How did America achieve the changes it hoped to accomplish by fighting the Revolution? Read several articles and books about the Revolution. After each one, list the information that helps you answer this question. Make sure to record the information you need for a bibliography.

Unit 4 – U.S Constitution, 5 weeks [top](#)

Standards

Unit Objectives

- Students will be able to:
- understand how America came to be and how it developed in its early stages.
 - identify and analyze the major human characteristics of those looking to bring about change.
 - understand the basics of the United States Constitution.

Essential Question

- How does the Constitution of the United States reflect America’s quest for change?

Focus Questions

- Why did the Constitution come about? (The purpose of Law, issues of the states)
- Who helped create the Constitution? (Can include: James Madison, Roger Sherman, William Samuel Johnson, Alexander Hamilton.)
- How does the Constitution “limit” our government and why is this important? (branches of government (executive, legislative, judicial), balance of powers)
- What are the key concepts expressed in the Constitution? (liberty, tolerance, majority rule, individual rights (Bill of Rights))
- Why is the Constitution important today? (content, rights, responsibilities, amendments)

Assessment

- Compose and deliver a speech that describes what changes have occurred because of the Constitution.

Unit 5 – Westward Expansion, 8 weeks [top](#)

Standards

Unit Objectives

- Students will be able to:
- understand the main motivating factors in the quest for change during the historical periods studied.
 - identify and analyze the major human characteristics of those looking to bring about change.
 - analyze how geography impacts the course of history.

Essential Question

- How did the quest for change lead to westward expansion?

Focus Questions

- Why did people want to move west?
- What were the causes and events that led to westward expansion? (Can include: Lewis & Clark, Louisiana Purchase, Indian Wars, War of 1812, Trail of Tears)
- What were the risks/benefits of the journey west? (Oregon Trail)
- What were the pioneers hoping to change?
- How did the pioneers sustain themselves?
- What impact did the pioneers have on the development/growth of the United States?
- What are the characteristics of a pioneer?
- How did the physical features of the American West affect the pioneers?
- How are explorers, colonists, pioneers alike and different?

Assessment

- Design a poster that answers the question: “Which is easier, colonial life or life on the pioneer trail?” Use specific information to explain your answer.
- Compose an entry in your Pioneer journal: What did you need to survive today? What is the benefit of traveling to West? Is your journey worth the trouble?