

Fourth Grade Social Studies Curriculum Calendar

September:	October:	November:	December:	January:
<p>Map Skills and Geography</p> <ul style="list-style-type: none"> • Basic review – globe, equator, prime meridian, hemispheres, latitude, longitude, compass rose, key, scale, grid <p>Start text Unit 1 – The Land of New York</p> <ul style="list-style-type: none"> • Chapter 1 – Geography of New York – landforms, natural wonders, location in world 	<p>Geography con't.</p> <ul style="list-style-type: none"> • Finish chapter 1 • Chapter 2 – Weather, climate, resources, wildlife <p>Start First New Yorkers Unit</p> <ul style="list-style-type: none"> • Chapter 3 – hunter-gatherers, coming to North America 	<p>First New Yorkers con't.</p> <ul style="list-style-type: none"> • Chapter 3 – Algonquian and Iroquois <p>Start Europeans Come to New York and Life in Colonial New York unit</p> <ul style="list-style-type: none"> • Chapter 4 – European explorers, Dutch colony 	<p>Europeans Come to New York and Life in Colonial New York unit</p> <ul style="list-style-type: none"> • Chapter 4 continued – transition to an English colony • Chapter 5 – life in English colony - jobs, school, city/country 	<p>New York and The American Revolution unit</p> <ul style="list-style-type: none"> • Chapter 6 – American Revolution
February:	March:	April:	May:	June:
<p>New York and The American Revolution</p> <ul style="list-style-type: none"> • Chapter 6 <p>Early New York State unit</p> <ul style="list-style-type: none"> • Chapter 7 and government basics – Constitution, 3 branches, checks and balances, Bill of Rights – settling of Western New York 	<p>Early New York State unit con't.</p> <ul style="list-style-type: none"> • Chapter 8 – steamboats, roads, Erie Canal, Industrial Revolution 	<p>New York and the Civil War unit</p> <ul style="list-style-type: none"> • Chapter 9 – Suffrage Movement, Abolition Movement, Underground Railroad, Civil War 	<p>Changing Life in New York unit</p> <ul style="list-style-type: none"> • Chapter 10 – new inventions, immigration and Ellis Island, growth of New York • Chapter 11 – World War I, Great Depression, World War II, recent history 	<p>Changing Life in New York unit con't</p> <ul style="list-style-type: none"> • Chapter 11 con't. <p>Government</p> <ul style="list-style-type: none"> • Chapter 12 – local government, state government, national government, branches, becoming a law, responsibilities

*Subject to change for various reasons – ie – weather, assemblies, reteaching, etc...

Fourth Grade Social Studies Master Vocabulary List

Map Skills

hemispheres, globe, equator, prime meridian, continents, oceans, latitude/longitude, degrees, titles, political maps, physical maps, elevation maps, compass rose, cardinal directions, intermediate directions, symbols, key, locator, scale, grid, index, historical maps, bar graphs, line graphs, tables, data, landforms, landmarks

Geography

geography, landform, plateau, Ice Age, glacier, mountains, plains, valleys, elevation, gorge, tributary, estuary, hemispheres, continents, regions, physical features, human features, culture, weather, temperature, precipitation, climate, equator, lizard, hurricane, environment, natural resource, mineral, renewable resource, non-renewable resource, conservation, pollution, acid rain, recycle, wildlife, endangered

Economics

apprentice, artisan, bar graph, canal, Civil War, clan, colony, colonist, Confederacy, conservation, economy, environment, Erie Canal, explorer, extinct, French and Indian War, frontier, government, Great Depression, Great Migration, hunter/gatherer, immigration, indentured servant, Industrial Revolution, interdependent, Iroquois League, labor union, line graph, manor, manufacture, merchant, mineral, natural resource, New Deal, nonrenewable resource, Northwest Passage, Parliament, patroon, pollution, profit, recycle, renewable resource, reservoir, rural, service, skyscraper, slave, slave trade, Stamp Act, stock, strike, suburb, sweatshop, tax, technology, tenement, toll, trade, turnpike, union, United States Constitution, urban, wampum, wildlife

The First New Yorkers

hunter-gatherer, artifact, archaeologist, extinct, wigwam, trade, reservation, powwow, Iroquois League, longhouse, sachem, clan mother, clan, wampum, Grand Council

Europeans Come to New York and Life in Colonial New York

explorer, colony, patroon, petition, Northwest Passage, colonist, governor, economy, Dutch West India Company, latitude, longitude, indentured servant, slave trade, artisan, service, merchant, manor, government, apprentice, time line, urban, rural

New York and the American Revolution

French and Indian War, American Revolution, Continental Congress, Battle of Saratoga, Battle of Yorktown, Parliament, tax, Loyalist, Declaration of Independence, Stamp Act, Patriot, Boston Tea Party, Battle of White Plains, Battle of Long Island, Harlem Heights, New York Tea Party, Fort Ticonderoga, West Point, Three Prong Attack, Proclamation of 1763

Early New York State

representative, constitution, Constitutional Convention, United States Constitution, Bill of Rights, capital, frontier, War of 1812, turnpike, toll, canal, Erie Canal, lock, manufacture, Industrial Revolution

New York and the Civil War

Reform, abolitionist, suffrage, Underground Railroad, fact, opinion, secede, Fort Sumter, Confederacy, Union, Civil War, Emancipation Proclamation, draft

Changing Life in New York

labor union, strike, immigrant, tenement, sweatshop, capitol, skyscraper, reservoir, World War I, neutral, Great Migration, Harlem Renaissance, stock, Great Depression, New Deal, World War II, rural, urban, suburb, discrimination, civil rights, time zones, terrorist

New York Today (government)

Democracy, republic, citizen, mayor, city council, political cartoons, governor, bill, veto, legislative, executive, judicial, congressional district, President, Supreme Court, Congress, Senate, House of Representatives, Assembly, Court of Appeals

Topic: Map Skills (4th Grade)**Essential Questions: How do we use maps and their components to understand history and the world around us?**

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • draw maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians • ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places • gather and organize geographic information from a variety of sources and display in a number of ways. • analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. 	<ul style="list-style-type: none"> • How do you use a map key? • How do you use a compass rose to determine direction? • What are the cardinal and intermediate directions? • How do you use a scale to determine distance? • How do you identify and distinguish among political, physical, elevation, and historical maps? • How do you locate important NYS landmarks, cities, regions, and landforms? • How do you draw political and physical maps? • How do you use a grid system to locate places on a map? • What are the four hemispheres and how are they used to locate continents and countries? • How do you locate the Equator and Prime Meridian on a globe? • How do you distinguish between latitude and longitude lines on a map? • How are latitude and longitude lines used to pinpoint locations? • How can you use data from bar graphs, line graphs, charts, and tables to analyze and draw conclusions? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of using maps and graphs:</p> <p>Model and practice -</p> <ul style="list-style-type: none"> • recognizing different types of maps and graphs • using a key, compass rose, and scale • displaying data • interpreting data • finding locations <p>The following tools will be used:</p> <ul style="list-style-type: none"> • globe • pull-down world map • pull-down U. S. map • pull-down NY map • Smartboard • LCD projector • BrainPop and or other internet resources • variety of maps and graphs 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects <p>performance on DBQ activities based on 5th grade NYS assessment test.</p>

Connections to Text (Resources): Scott Foresman Social Studies New York, Text and resources, blank map outlines, supplemental DBQ activities**Time: 2 weeks, September and throughout the year****Connections to Technology: BrainPop, SmartBoard, LCD projector, eno board****Key Vocabulary: Hemispheres, globe, equator, prime meridian, continents, oceans, latitude/longitude, degrees, titles, political maps, physical maps, elevation maps, compass rose, cardinal directions, intermediate directions, symbols, key, locator, scale, grid, index, historical maps, bar graphs, line graphs, tables, data, landforms, landmarks**

Topic: 4th Grade Economics

Essential Questions: How did economics affect the growth of our state? What economic changes has our state experienced?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • study about how the availability and distribution of resources is important to a state’s economic growth • understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced? How shall goods and services be produced? • investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies, states, and nations must deal • collect economic information from textbooks, standard references, and other primary and secondary sources • analyze economic information by interpreting charts, tables, diagrams, and simple graphs 	<ul style="list-style-type: none"> • How do people use natural resources to meet their basic needs? • How does the availability of natural resources affect the development of a society? • How can people protect and manage limited resources? • What role did economics play in European exploration? • What role did economics play in colonial development/American independence? • What role did economics play in the development of our government? • How did the development of infrastructure affect the economic growth of our state? • How did the development of technological inventions affect the growth of our state and nation? • How did the differing economic systems of the North and South contribute to the Civil War? • How has the changing economic system throughout history affected types of jobs/roles of workers? • How did the Industrial Revolution affect our state’s economy? • How did immigration affect the economy of New York? • How did economic development affect the change from rural to urban to suburban living? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of using economics:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Review games • Role playing • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Textbook • Internet • Notes • Graphic organizers • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • Oral answers to directed questions • Guided and independent practice of skills • Completion of written assessments • Teacher observation of individual and group projects • Performance on computer-based learning activities

Connections to Text (Resources):Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps **Time:** Ongoing throughout year

Connections to Technology: Eno board, Videos, Computer-based programs,

Key Vocabulary: apprentice, artisan, bar graph, canal, Civil War, clan, colony, colonist, Confederacy, conservation, economy, environment, Erie Canal, explorer, extinct, French and Indian War, frontier, government, Great Depression, Great Migration, hunter/gatherer, immigration, indentured servant, Industrial Revolution, interdependent, Iroquois League, labor union, line graph, manor, manufacture, merchant, mineral, natural resource, New Deal, nonrenewable resource, Northwest Passage, Parliament, patroon, pollution, profit, recycle, renewable resource, reservoir, rural, service, skyscraper, slave, slave trade, Stamp Act, stock, strike, suburb, sweatshop, tax, technology, tenement, toll, trade, turnpike, union, United States Constitution, urban, wampum, wildlife

Topic: 4th Grade Geography

Time: about one month, September through October

Essential Questions: How does geography affect our lives today? How has geography influenced past events/development?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none">• identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)• investigate how people depend on and modify the physical environment• locate places within the local community, state, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places• gather and organize geographic information from a variety of sources and display in a number of ways.• analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.• investigate why people and places are located where they are located and what patterns can be perceived in these locations• describe the relationships between people and environments and the connections between people and places	<ul style="list-style-type: none">• What are: location, place, regions, landforms, landmarks?• How are the themes of geography related to human settlement?• How were landforms created in New York?• What factors affect climate?• What plants and animals are common in New York?• Where are the seven continents and the four oceans of the world located?• What are the major physical regions in New York State and the United States?• Where are the following locations in New York State: Long Island, Lakes Erie and Ontario, the Finger Lakes, the Adirondack and Catskill Mountains, Lake Champlain, the St. Lawrence, the Hudson, Delaware, and Mohawk Rivers, and the cities of New York City, Rochester, Buffalo, Saratoga, Geneseo, Niagara Falls, Troy, Ticonderoga, Utica, Kingston, Binghamton, Syracuse, Albany, Plattsburgh, and Deposit?• Where are the following physical regions in New York Catskill Mountains, Adirondack Mountains, Appalachian Plateau, Hudson River Valley?• Where are the following regions in the United States: Northeast, Southeast, Midwest, Southwest, West?• How did major landforms such as mountain ranges and bodies of water affect the settlement and development of New York?• How do regional differences in the state affect climate?• How do natural resources affect the development of New York?• How did geography affect the growth of New York's cities?• What natural resources are found in New York?• How have these resources been used by people throughout history to meet their needs and wants?• What types of climates are found in the regions of the New York?• How do climate, resources, and landforms influence how people make a living New York?• How do climate, resources, and landforms continue to influence economics and cultures?• How has human interaction with the land changed the way it can be used to meet needs?	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of geography:</p> <p>Model and practice -</p> <ul style="list-style-type: none">• interpreting different types of maps and graphs• using a key, compass rose, and scale to determine directions and distances• using latitude and longitude lines to locate places• displaying data• interpreting data• finding locations in New York State, the United States, and the world <p>The following tools will be used:</p> <ul style="list-style-type: none">• globe• pull-down world map• pull-down U. S. map• pull-down New York map• blank New York State maps• SmartBoard• variety of maps and graphs <p>geography charts and bulletin board materials</p>	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none">• oral answers to directed questions• guided and independent practice of skills• completion of written assessments• teacher observation of individual and group projects <p>performance on DBQ activities based on 5th grade NYS assessment test.</p>

Connections to Text (Resources): Scott Foresman New York State Social Studies, text chapters 1 and 2 and throughout the year,
Connections to Technology: BrainPop, SmartBoard, LCD projector
Key Vocabulary: geography, landform, plateau, Ice Age, glacier, mountains, plains, valleys, elevation, gorge, tributary, estuary, hemispheres, continents, regions, physical features, human features, culture, weather, temperature, precipitation, climate, equator, lizard, hurricane, environment, natural resource, mineral, renewable resource, non-renewable resource, conservation, pollution, acid rain, recycle, wildlife, endangered

Topic: 4th Grade Government

Essential Questions: What are the basics of our governmental system at the local, state, and national levels?

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Use primary and secondary sources to discover information about our governments and early statehood • Describe the basic principles of the New York and United States Constitutions. • Describe the basic format of our government • Describe some of the rights protected in the Bill of Rights. • Describe the basic process for a bill to become a law. • Name our state and national capital cities. 	<ul style="list-style-type: none"> • What are some rights protected by the New York State Constitution? • How is the United States Constitution set up to protect the people? • What is the system of checks and balances? • What is the executive branch? Who is part of it? What are their basic powers and responsibilities? (local, state, and national) • What is the legislative branch? Who is part of it? What are their basic powers and responsibilities? (local, state, and national) • What is the judicial branch? Who is part of it? What are their basic powers and responsibilities? (local, state, and national) • What rights are protected in the first ten amendments to the United States Constitution, or the Bill of Rights? • What basic steps must a bill take to become a law at the state level? At the national level? • What is our state capital? • What is our national capital? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections • <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Notes • Graphic Organizers • Maps • Diagrams, tables, charts, and graphs 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

Connections to Text (Resources): Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps

Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: Democracy, republic, citizen, mayor, city council, political cartoons, governor, bill, veto, legislative, executive, judicial, congressional district, President, Supreme Court, Congress, Senate, House of Representatives, Assembly, Court of Appeals

Topic: 4th Grade US and NY History Unit 1 - The First New Yorkers

Essential Questions: How did the earliest people arrive in North America? What was life like for early Americans? Who were the Native American groups, and how did they live in New York? How were these groups similar and different?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about Native Americans • Understand the migration patterns of Native peoples to North America • Understand how Native Americans relied on their environment and natural resources. • Identify and compare the cultural characteristics of the Native American groups in New York State • Introduce the system of government used by the Iroquois and the current democratic system in the United States • Identify and compare the cultural characteristics of the Native American groups in New York: Iroquois, Algonquian 	<ul style="list-style-type: none"> • How do historians and archaeologists use artifacts to learn about the Native Americans? • Who were the first people in North America? • Where did they come from? • Why did they leave Asia? • How did they get to North America? • Why did they spread out over the continent? • How did the early people of New York utilize natural resources to meet their needs? • How did life change for early New Yorkers as they transitioned from hunter-gatherers to farming societies? • What were the two main groups of Native Americans in New York State? • How were Iroquois and Algonquian tribes similar and different? • Where were Iroquois and Algonquian tribes located in New York State? • How did the Iroquois and Algonquian use their environment to meet their basic needs? • What cultural celebrations did the Iroquois and Algonquian have? • What was the Iroquois Confederacy? • What were the causes of the Iroquois Confederacy? • What were the effects of the Iroquois Confederacy? • How did the Iroquois and the Algonquian Indians use their environment to meet their basic needs? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about Native Americans:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Native American charts and bulletin board materials • Notes • Graphic organizers • Maps • <u>Scott Foresman Social Studies</u> textbook • Internet • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

Connections to Text (Resources): Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps

Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: hunter-gatherer, artifact, archaeologist, extinct, wigwam, trade, reservation, powwow, Iroquois League, longhouse, sachem, clan mother, clan, wampum, Grand Council

Topic: 4th Grade US and NY History Unit 2 – Europeans Come to New York and Life in Colonial New York

Essential Questions: Why did Europeans begin to explore North America? Which explorers led key expeditions associated with New York? How did new settlers and colonists impact Native Americans? What was life like in colonial New Netherland/New York?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Use primary and secondary sources to discover information about explorers and colonies • Identify first European explorers in North America that pertain to New York • Identify reasons for European exploration in North America • Explain contributions of the Spanish, English, Dutch, and French explorers • Explain how, where, and why the Netherlands claimed lands and built their first colonies in North America • Describe the interactions between colonists and Native Americans • Describe how the Dutch treated people of different cultures and countries • Describe daily life in New Netherland • Describe Peter Stuyvesant’s role in the development of New Netherland • Identify the lasting cultural influences of colonial Dutch culture • Describe how the Dutch colony of New Netherland became the English colony of New York • Compare and contrast New Netherland and New York • Describe the effect of the slave trade on colonial New York • Identify groups of people who migrated to colonial New York and their contributions • Identify different ways colonists made a living in colonial New York • Describe the life of a child in colonial New York • Tell how geography affected the life and economy of the early colonies 	<ul style="list-style-type: none"> • Who was Marco Polo? • What riches in Asia did European explorers seek? • What were the accomplishments of Christopher Columbus, John Cabot, Giovanni daVerrazano, Jacques Cartier, Samuel deChamplain, and Henry Hudson? • Why did the Netherlands set up colonies in present-day New York? • How did colonists cooperate with Native Americans in the fur trade? • How did the differing ideas of Native Americans and Europeans lead to the purchase of Manhattan Island? • Why and how did the Dutch welcome people from different cultures, countries, and religions? • What occupations were in colonial New Netherland? • What was life like for a child in New Netherland? • What improvements did Peter Stuyvesant make in colonial New Netherland? • What cultural influences of the Dutch are still present today? • How did the English gain control of New Netherland? • What were the main changes that took place in New Netherland after the English took over? What remained the same? • How did the economy of New York grow after the English gained control? • What was life like for a slave in New York? • What were some of the different groups that came to New York, and what contributions did they make to our culture? • What were some examples of jobs people held in colonial New York? • What was daily life like for a typical New York colonial child? • How was life in the urban areas different from life in the rural areas? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about explorers and colonies:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Native American charts and bulletin board materials • Notes • Graphic organizers • Maps • <u>Scott Foresman Social Studies</u> textbook • Internet • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

Connections to Text: Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: explorer, colony, patroon, petition, Northwest Passage, colonist, governor, economy, Dutch West India Company, latitude, longitude, indentured servant, slave trade, artisan, service, merchant, manor, government, apprentice, time line, urban, rural

Topic: 4th Grade US and NY History Unit 3 – New York and The American Revolution

Essential Questions: What were the major events that led to the American Revolution? Which people and groups impacted the American Revolution? What were the basic events and battles of the American Revolution? How did the American Revolution affect United States history?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Use primary and secondary sources to discover information about the American Revolution • Identify the main causes and effects of the French and Indian War • Identify the political and economic events that led to the American Revolution • Explain how, where, and why the Declaration of Independence was written • Compare the strengths and weaknesses of the British and Americans during the Revolutionary War • Identify some of the important people of the Revolutionary War era and explain their impact on events • Explain the role that New York’s geography played in the Revolutionary War • Identify some of the major campaigns and battles of the war • Explain the roles of the women, Native Americans, and African Americans from New York in the American Revolution, as well as the roles of other nations • Explain the importance of the Battle of Saratoga and why it was the turning point of the war • Understand how winning the American Revolution led to the formation of the United States of America 	<ul style="list-style-type: none"> • How, where, and why was the French and Indian War fought? • How did the French and Indian War lead to the disagreements between the American colonies and England? • What was the significance of the following events, and how did each contribute to the beginning of the Revolution: Proclamation of 1763, Stamp Act, Tea Act, Boston Tea Party, and New York Tea Party? • Where were the first battles of the American Revolution? • What were the roles of patriots and loyalists in the American Revolution? • Why did the colonists write the Declaration of Independence? • Where was the Declaration written? • Who wrote the Declaration? • What strengths and weaknesses did the British and American sides have when the war began? • What was the importance of the following people during the Revolutionary War era: Benjamin Franklin, George Washington, King George III, Samuel Adams, Paul Revere, John Hancock, Thomas Jefferson, Martha Washington, Sybil Luddington, Margaret Corbin, Benedict Arnold, Charles Cornwallis, Anna Strong, Ethan Allen, Hendrick, Horatio Gates, General John Burgoyne, Catherine Schuyler, James Forten, Joseph Brant? • Why did both sides want to control New York during the Revolution? • How, when, and where did the following campaigns and battles of the American Revolution take place: Lexington and Concord, Fort Ticonderoga, Battle of Long Island, Harlem Heights, Battle of White Plains, Saratoga, and Yorktown? • How did women help the cause during the Revolutionary War? • What was the role of Native Americans and African Americans during the war? • How and why did other European nations aid the colonists or the British? • What was the British plan for taking over New York? • Why did the Americans win the battle of Saratoga? • What were the main effects of the Battle of Saratoga? • When did the British leave New York? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Native American charts and bulletin board materials • Notes • Graphic organizers • Maps • <u>Scott Foresman Social Studies</u> textbook • Internet • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

Connections to Text (Resources): Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps

Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: French and Indian War, American Revolution, Continental Congress, Battle of Saratoga, Battle of Yorktown, Parliament, tax, loyalist, Declaration of Independence, Stamp Act, patriot, Boston Tea Party, Battle of White Plains, Battle of Long Island, Harlem Heights, New York Tea Party, Fort Ticonderoga, West Point, Three Prong Attack, Proclamation of 1763

Topic: 4th Grade US and NY History Unit 4 – Early New York State

**Essential Questions: How did the new country and state set up their government?
How did New York grow and change after the years after the American Revolution?**

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Use primary and secondary sources to discover information about our governments and early statehood • Understand that the New York State and United States Constitutions are plans of government and protect people’s rights • List some of the important rights granted in the Bill of Rights • Describe the contributions of New Yorkers Alexander Hamilton and John Jay in forming and running our early government • Explain how the Iroquois lands became open for settlement. • Explain how geography influenced the location of New York cities such as Buffalo, Rochester, and Utica. • Identify the causes and results of the War of 1812. • Describe the changes in transportation in New York during the early to mid-1800’s. • Explain how the Industrial revolution changed the way goods were made. • Explain how geography can affect industry location in New York. • Identify some of New York’s early writers. 	<ul style="list-style-type: none"> • Why was a constitution needed for New York? • Where was the New York Constitution written? • What are some important rights protected by the New York Constitution? • Who was the first governor of New York? • What plan of government did the United States try first? • What were some of the problems with the Articles of Confederation? • Where did representatives meet to write the United States Constitution? • When was the United States Constitution signed? • What are some ways the United States government is set up to protect the people? • What are the key rights included in the Bill of Rights? • What was John Jay’s role in writing the New York Constitution? • What was Alexander Hamilton’s role in writing the United States Constitution? • Why did Iroquois leader Red Jacket sell his land at the Meeting at Big Tree? • Where did the main route to Western New York, the Genesee Road, begin? • Why was Buffalo’s location near Lake Erie important to its growth? • What role did the fast moving waters of the Genesee River play in the development of the city of Rochester? • How did the United States react to Great Britain stopping our trade with France in the early 1800’s? • How did the United States react 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Notes • Graphic organizers • Maps • <u>Scott Foresman Social Studies</u> textbook • Internet • Diagrams, tables, charts, And graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

	<p>to Great Britain kidnapping American sailors and forcing them to serve in the British navy?</p> <ul style="list-style-type: none"> • Despite no one winning the War of 1812, what message did the young United States send to Great Britain? • How did New York get the nickname the “Empire State?” • How did Robert Fulton and his steamboat change travel? • What were the early roads of New York like? • What caused the New York state government to consider building a canal across our state? • What difficulties did the builders of the Erie Canal face? • How did the Erie Canal help New York grow? • What advantages did the railroad have over canals? • What was the Industrial revolution, and what changes did it bring? • What industries grew in the cities of Syracuse, Rochester, Troy, Ticonderoga, and New York City? • What role did geography play in the growth of those industries? • Who was Washington Irving? • Who was James Fenimore Cooper? • Who was Mary Mapes Dodge? 		
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Connections to Text (Resources): Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps

Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: representative, constitution, Constitutional Convention, United States Constitution, Bill of Rights, capital, frontier, War of 1812, turnpike, toll, canal, Erie Canal, lock, manufacture, Industrial Revolution

Topic: 4th Grade US and NY History Unit 5 – New York and the Civil War

**Essential Questions: What role did New Yorkers play in the reform movements of the mid 1800's?
What role did New York play in the Civil War?**

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Use primary and secondary sources to discover information about our governments and early statehood • Identify key New Yorkers involved in the suffrage and abolition movements and their contributions. • Identify the major events and issues that led to the Civil War. • List the ways that New Yorkers supported the Union during the Civil War. • Explain the main effects of the Emancipation Proclamation. • Describe the main results of the Civil War. 	<ul style="list-style-type: none"> • What was the goal of the women's rights, or suffrage movement? • What was the goal of the abolitionist movement? • Who was Elizabeth Cady Stanton? • Who was Susan B. Anthony? • Who was Sojourner Truth? • Who was Frederick Douglass? • Who was Harriet Tubman? • What was the Seneca Falls Convention? • What was the Underground Railroad? • How did opinions toward slavery differ in the North and South? • How did the South react to the 1860 election of Abraham Lincoln? • What was the Confederacy? How was it formed? • What was the Union? • What happened at Fort Sumter? • What state sent the most soldiers to fight in the Civil War? • How did New York factories and farmers assist in the war efforts? • How did women aid the Union? • How did Lincoln abolish slavery and get 200,000 African American soldiers in the Union army? • Who won the Civil War? • How was the country reunited? • What was the thirteenth amendment? • What happened to President Lincoln on April 14, 1865? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Notes • Graphic organizers • Maps • <u>Scott Foresman Social Studies</u> textbook • Internet • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

Connections to Text (Resources): Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps

Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: Reform, abolitionist, suffrage, Underground Railroad, fact, opinion, secede, Fort Sumter, Confederacy, Union, Civil War, Emancipation Proclamation, draft

Topic: 4th Grade US and NY History Unit 6 – Changing Life in New York

**Essential Questions: How did New York grow and change in the late 1800's and the early 1900's?
How has New York interacted with the world during major historical events in the 20th and 21st century?**

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Use primary and secondary sources to discover information about our governments and early statehood • Identify ways that the railroad brought change to New York. • Compare the changes caused by some of the inventions that were developed in New York after the Civil War. • Explain how labor unions tried to improve life for workers in New York. • Identify reasons that immigrants came to the United States and settled in New York. • Describe some of the hardships faced by immigrants? • Explain why immigrants gave the United States names like “the golden land.” • Identify several important New York construction projects in the late 1800's and early 1900's, and the reasons they were built. • Explain how new forms of transportation improved life for New Yorkers. • Identify the value of creating and protecting parks in New York. • Summarize how Theodore Roosevelt became President of the United States. • Describe the role of New York in World War I. • Explain how women got the right to vote in the United States. • Identify the causes of the Great Migration. • Summarize the difficulties people faced during the Great Depression. • Explain how Franklin D. Roosevelt tried to help get the country through the Great Depression. • Describe the ways in which New Yorkers helped win World War II. • Summarize the migration of people from urban to suburban areas. • Identify New Yorkers who helped break down racial barriers. • Describe the movement of Puerto Ricans to New York. • Summarize the terrorist attacks of September 11, 2001. 	<ul style="list-style-type: none"> • How did the railroad help factories in New York? • How did railroads affect New York farmers? • What choices did New York farmers have to make? • Who was Thomas Edison? How did his light bulb change New York? • How did Lewis Latimer improve the light bulb? • How did George Eastman, of Rochester, change photography? • Who was Willis Carrier? • What is a labor union? • What are the goals of a labor union? • What is a strike? • What was life like for children that had to work in the late 1900's? • Why did immigrants come to the United States? How did hunger/famine, poverty, jobs, and the lack of freedoms cause people to immigrate? • How did New York's many factories and jobs influence many immigrants to stay right in New York? • What was the voyage to New York like? • What hardships did immigrants face on Ellis Island? • What were tenements, and what were they like? • How did Jacob Riis's book, <i>How the Other Half Lives</i>, influence law makers? • What was a sweatshop? • What was work like for many immigrants? • Despite all the hardships and obstacles immigrants faced, why did many find the United States to be better than their home country? • How did the Brooklyn Bridge help residents of New York City? • What family led the construction of the Brooklyn Bridge? • Where is New York's capitol building? What is it like? • What is a skyscraper? • How did skyscrapers allow for more businesses and offices in crowded cities? • How did the invention of the elevator help the growth of skyscrapers? • How did the following improve 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary notes • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Notes • Graphic organizers • Maps • <u>Scott Foresman Social Studies</u> textbook • Internet • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performance on computer-based learning activities

<ul style="list-style-type: none"> • Explain why New York City firefighters, police, and rescue workers are remembered as heroes for their actions on September 11, 2001. • Describe the ways New Yorkers pulled together after the September 11th attacks. 	<p>transportation?: Brooklyn Bridge, subways, electric streetcars, automobiles, and roller coasters</p> <ul style="list-style-type: none"> • How did the forever wild amendment protect areas of the Catskills and the Adirondacks? • How did the forever wild amendment provide clean water to New York City? • How did Vice President Theodore Roosevelt become president in 1901? • How did New York soldiers help? • How did the New Yorkers at home help the war effort? • Who were Harriet Stanton Blatch and Carrie Chapman Catt? • How did the war efforts of women in the World War I help the suffrage movement? • What was the 19th Amendment? • What was the Great Migration? • What role did southern discrimination and northern employment opportunities play in the Great Migration? • What was the Harlem Renaissance? • What was the Great Depression? • What caused the Great Depression? What were the effects? • What was the New Deal? • What was WWII? Who was involved? • How did the United States become involved? • How did many men contribute to the war effort? • How did many women contribute to the war effort? • How did children contribute to the war effort? • How did the desire for home ownership, affordable housing, and highway development lead to the growth of suburbs? • Who was Jackie Robinson? Herman Badillo? Shirley Chisholm? • Why did many Puerto Ricans come to New York? • What happened on the morning of September 11, 2001? • What is a terrorist? • How did the New York City firefighters, police, and rescue workers react on September 11? • How did people all over the state help after the 9/11 attacks? 		
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Connections to Text (Resources): Scott Foresman Social Studies Text: NY Edition, Grade 4, Workbook, Maps

Connections to Technology: Eno board, Videos, Computer-based programs

Key Vocabulary: labor union, strike, immigrant, tenement, sweatshop, capitol, skyscraper, reservoir, World War I, neutral, Great Migration, Harlem Renaissance, stock, Great Depression, New Deal, World War II, rural, urban, suburb, discrimination, civil rights, time zones, terrorist