

NEPTUNE CITY SCHOOL DISTRICT

Social Studies Curriculum Grade 4



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune City School District to properly prepare the Neptune City students for successful integration into the Neptune City High School Educational Program.

April 1, 2025

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

SOCIAL STUDIES GRADE 4 CURRICULUM

Table of Contents

Acknowledgements.....	<i>i</i>
District Mission Statement.....	<i>ii</i>
District Educational Outcome Goals.....	<i>iii</i>
Integrated Social and Emotional Learning Competencies.....	<i>iv</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Unit 1: Geography of the United States	1
Unit 2: The Lenni-Lenape- Native Americans.....	20
Unit 3a: Colonial Period	27
Unit 3b: Our Government; Rights & Responsibilities of Citizenship.....	35
Unit 3c: Human Geography in the United States.....	53
Accommodations and Modifications.....	60

NEPTUNE CITY SCHOOL DISTRICT

Social Studies Grade 4

Acknowledgements

The Social Studies Curriculum for Grade 4 was developed through the dedicated efforts of Tina DeChiara, third grade teacher, and Rachel Adamczyk, fourth grade teacher, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to prepare students for inquiry-based learning in social studies. It prepares students to produce and critically consume information in our global society. It outlines social studies practices and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Social Studies, the 2020 Career Readiness, Life Literacies and Key Skills Standards and the 2020 Computer Science and Design Thinking Standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.

- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

X	Develop, implement and model effective problem solving and critical thinking skills
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1 - Geography of the United States
Suggested Time Frame	Approximately 6 weeks (Trimester 1)

Overview / Rationale

In this unit students will build upon prior knowledge and learn that the United States is a large country of varied landforms and climates. Students will learn that the United States is divided into five regions and how to locate various regions and states using lines of latitude and longitude. In addition, students will learn the physical characteristics of the regions of the United States and how people adjust to living in the various environments; such as landforms and bodies of water. Students will be introduced to the four regions of New Jersey and the physical, human, and natural characteristics of each region.

Stage 1- Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS-Social Studies) 2020

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. 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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. 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.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness, Life Literacies, and Key Skills 2020

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility, and relevance (e.g. *Social Studies Practice* - Gather and Evaluating Sources)

Computer Science and Design Thinking 2020

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Essential Questions:

- How do I use Lines of Latitude and Longitude to find locations and determine time zones?
- What are the physical characteristics of the United States?
- What are the regions of the United States?
- Where is New Jersey?
- What are the regions of New Jersey?
- What region of New Jersey do I live in?
- What are the physical characteristics of the region that I live in?

Enduring Understandings:

Students will understand that...

- A globe shows oceans, continents, hemisphere, equator, and prime meridian.
- The United States is in the Northern Hemisphere.
- Lines of Latitude and Lines of Longitude can be used to determine location and time zone.
- The United States is divided into five regions.
- The regions of the United States have different physical and human characteristics.
- New Jersey is divided into four regions.

Knowledge:

Students will know...

- How to use latitude and longitude to determine location and time zone.
- The five regions of the United States.
- The physical and human characteristics of each region of the United States.
- The four regions of New Jersey.

Skills:

Students will be able to...

- Use geographic tools to determine location and time zone.
- Identify and name the five regions of the USA.
- Identify and name the four regions of NJ.
- Identify human and physical characteristics of the USA and NJ.

Stage 2- Assessment Evidence

Formative Assessment(s) and Evidence of Learning:

- Informal teacher observations
- Written RACES responses to open-ended questions based on the unit's essential questions (RACES Response- Restate the question, Answer the question, Cite Evidence, Explain/Expand, Summarize)
- Classwork

Summative Assessment(s) and Performance Task(s):

- Tests
- Quizzes
- Written RACES responses
- Regions of New Jersey

Teacher Resources

Resource Folder:

<https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QD?usp=sharing>

- www.internet4classrooms.com
- www.educationworld.com
- <http://bensguide.gpo.gov>
- <https://mapmaker.nationalgeographic.org/map/05ee0056dfa242a59da98ecab197f777/edit>
- <http://www.nationalgeographic.com>
- <https://www.franklinboe.org/cms/lib/NJ01000817/Centricity/Domain/1362/four%20regions%20of%20nj-unit%201%20lesson%202-1.pptx>
- <https://geology.com/world/world-map.shtml>
- <https://www.waterproofpaper.com/printable-maps/united-states-maps/printable-map-of-the-united-states.pdf>
- [THIS](#)
- [LAND IS YOUR LAND](#) [America the Beautiful](#)
- https://oceancurrents.rsmas.miami.edu/atlantic/img_mgsva/gulf-stream-YYY.gif
- <https://gisgeography.com/lakes-rivers-map-united-states/>
- [New Jersey's Natural Region](#)

Stage 3- Learning Plan

Note: Students should be given a notebook specifically designated for Social Studies to be used throughout the year.

Lessons have been adapted from The United States in Spatial Terms

<https://oaklandk12-public.rubiconatlas.org/Atlas/Search/View/Default?strKey1=land%20use%20in%20the%20united%20states>

The United States in Spatial Terms Unit is located in the Resources Folder.

Lesson Sequence:

- Lessons 1-4: Where is the United States?

- Lessons 5-7: The United States-A Diverse Landscape
- Lessons 8-10: Human Characteristics of the United States
- Lessons 11-15: A Closer Look at U.S. Regions
- Lessons 16-19: Adapting to Different Environments
- Lessons 20-24: Regions of New Jersey [Lesson Resources](#)

Lesson 1: Where is the United States?

Objectives: SWBAT locate the United States on a map or globe.

Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Lesson 1-Suggested Instructional Activities

Materials: Describing Relative Location of the United States graphic organizer

Links for maps:

<https://mapmaker.nationalgeographic.org/map/05ee0056dfa242a59da98ecab197f777/edit>

<https://worldmapwithcountries.net/wp-content/uploads/2018/08/Blank-World-Map-Black-and-White-in-PDF.pdf>

<https://geology.com/world/world-map.shtml>

<http://www.nationalgeographic.com>

- Ask, where is the United States? Give each student one sticky note and have them write a single answer to the question on the sticky note. Collect the notes and read them out loud. As you read them, guide the group in beginning to categorize answers and stick the notes in groups on chart paper or a board.
- Explain that geographers use a variety of geographic tools such as maps and globes. Display both a map and/or globe for students and discuss the similarities and differences.
- Explain that one way geographers describe the relative location of a country is by using the concept of “continent.” Define the term “continent” for students.
- Using a world map, guide students in identifying the seven continents.
- Explain that one way to describe the relative location of the United States is to say that it is part of the continent of North America.
- Guide students in completing Describing Relative Location of the United States graphic organizer.

Lesson 2: Where is the United States?

Objectives: SWBAT identify lines of latitude and longitude. SWBAT explain how to locate a point using lines of latitude and longitude.

Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Lesson 2 -Suggested Instructional Activities:

- Explain that there are other imaginary lines on the Earth besides the equator and Prime Meridian. Explain that other lines called “lines of latitude” run parallel to the equator and point out these lines on a globe.
- Explain that other lines called “lines of longitude” run north and south from the North Pole to the South Pole like the Prime Meridian. Point out these lines on both the image of the Northern Hemisphere and the image of the Western Hemisphere used previously.
- Using a globe, demonstrate how these sets of lines form a global grid and explain that this grid allows us to identify the absolute location of places on the Earth. Explain that geographers use these imaginary lines to help describe the location of a place on the Earth’s surface.

Lesson 3: Where is the United States?

Objectives: SWBAT identify hemispheres using latitude and longitude lines.

Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Lesson 3 - Suggested Instructional Activities:

Materials: Map of the USA with latitude and longitude lines

- For a map of the United States with latitude and longitude lines refer to:
<https://mapmaker.nationalgeographic.org/map/05ee0056dfa242a59da98ecab197f777/edit>
- Guide students in labeling the United States, Canada, and Mexico. Write the term “political boundaries” on a board.
- Explain that political boundaries define the borders of a country.
- Introduce the term “hemisphere” on the board. Explain that the Earth can be divided into halves called hemispheres. Explain that this is another way to describe the relative location of a country. Show students a globe and ask them how they would divide the Earth into two equal halves.
- Guide students in understanding that the equator is used to divide the Earth in the Northern and Southern hemispheres.
- Guide students in understanding the Prime Meridian and explain that this imaginary line divides the Earth into the Western and Eastern hemispheres.

Lesson 4: Where is the United States?

Objectives: SWBAT use latitude and longitude lines to find locations and time zones.

Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Lesson 4 - Suggested Instructional Activities:

Materials: Map of the USA with latitude and longitude lines

- For a map of the United States with latitude and longitude lines refer to:
<https://mapmaker.nationalgeographic.org/map/05ee0056dfa242a59da98ecab197f777/edit>
- Review the terms Lines of Latitude and Lines of Longitude from Lesson 3.
- Model for students how to use coordinates of lines of latitude/longitude to locate various points on a United States map.
- Guide students in practice of finding states and corresponding cities using lines of latitude/longitude.
- Have students create a coordinate list and have a partner find the stated locations.

Lesson 5: The United States: A Diverse Landscape

Objectives: SWBAT identify physical characteristics of the United States.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.



6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Big Ideas of Lessons 5-7

- Place is an important theme in geography.
- Geographers investigate both the physical and human characteristics of a place.
- Physical characteristics include landforms, bodies of water, climate, and vegetation.
- The United States has a wide variety of physical characteristics.

Lesson 5 - Suggested Instructional Activities:

Materials: lyrics for “This Land is Your Land” and “America the Beautiful”

- Give each student a copy of the sheet with the lyrics for “This Land is Your Land” and “America the Beautiful”. Read each of the songs out loud or play audio recordings of them.
 THIS LAND IS YOUR LAND  America the Beautiful
- Guide students in comparing the two songs in terms of style, choice of words, etc.

- Guide students in concluding that the two songs, though quite different, describe physical characteristics of the United States. Using highlighters have students identify physical characteristics described in each song.

Note that these include the following: island, forest, gulf stream, valley, desert, fields, mountains, plains, and sea. All of these should be familiar terms with the exception of gulf stream. Therefore, it may be necessary to explain that the gulf stream is a warm, swift, narrow ocean current flowing along the East Coast of the United States. An illustration of this physical characteristic can be found at the following website: https://oceancurrents.rsmas.miami.edu/atlantic/img_mgsva/gulf-stream-YYY.gif

- Ask students to think of other physical characteristics found in the United States that are not included in the two songs. Possible answers include: river, lakes, canyons, peninsulas, etc. Then, ask students what conclusion can be drawn about the geography from the long list of physical characteristics.
- Guide students in understanding that the United States includes a wide variety of physical characteristics and its geography is very diverse.

Lesson 6: The United States: A Diverse Landscape

Objectives: SWBAT identify the physical characteristics of the United States.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 6 - Suggested Instructional Activities:

Materials: Physical Characteristics of the United States Chart, blank map of the USA

Landforms

- Give each student a copy of the “Physical Characteristics of the United States” chart.
- Review the definitions on the chart with students. Explain to the class that they will be adding U.S. examples of each physical characteristic throughout the lesson.
- Guide students in labeling the major landforms moving from east to west. Make sure you label only the type of landform such as “mountains” not the specific range name yet.
<https://www.waterproofpaper.com/printable-maps/united-states-maps/printable-map-of-the-united-states.pdf>
- Guide students in identifying geographic patterns such as the coastal plains/mountains/plains/mountains.

Lesson 7: The United States: A Diverse Landscape

Objectives: SWBAT identify the physical characteristics of the United States.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 7 - Suggested Instructional Activities:

Bodies of Water

- Briefly discuss the importance of physical characteristics relating to water including oceans, rivers, and lakes. Then, use the Rivers and Lakes map: <https://gisgeography.com/lakes-rivers-map-united-states/>
- Guide students in identifying the following: Atlantic Ocean, Pacific Ocean, Arctic Ocean, Bering Sea, Gulf of Alaska and the Gulf of Mexico. Explain that these bodies of water all border the United States.

Rivers

A river system is made up of a river and its tributaries. A tributary is a stream or river that flows into a larger stream or river.

The United States has over 250,000 rivers, which total around 3,500,000 miles. The Missouri River is the longest, but the biggest in terms of water volume is the deeper Mississippi River.

Review the following with students:

*Rivers provide food, drinking water, irrigation, transportation, electrical power, drainage, and recreation.

*Rivers can erode the land and carry it downstream to the sea. This type of erosion can create canyons like the Grand Canyon and waterfalls like Niagara Falls.

Lesson 8: Human Characteristics of the United States

Unit of Study: Geography of the United States and New Jersey

Objectives: SWBAT identify human characteristics of the United States and New Jersey.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Big Ideas Lessons 8-10

- Geographers use physical and human characteristics to describe what a place is like.
- Human characteristics of a place are man-made features.
- Human characteristics of a place can include cities, highways, bridges, and buildings.
- Human characteristics are often closely connected to physical characteristics.
For example, cities are often located near bodies of water and farms are often located in prairies.

Lesson 8 - Suggested Instructional Activities:

Materials: Map of the South Rim of the Grand Canyon

- Briefly review the major physical characteristics of the United States that were explored in the last lesson using the map and chart developed in the lesson.
- Give each student a copy of the “Map of the South Rim of the Grand Canyon” located in the Supplemental Materials and make copies of the map.
- Give students time to analyze the map and have them write some inferences that can be drawn from the map in their social studies journal. Have students share their inferences with a partner and then in the large group. Possible inferences include:
 - * Tourist areas often are built near unique physical characteristics like the Grand Canyon.
 - * These areas include places to shop, stay, eat and view the physical feature.
 - * A transportation system into the area is created. This can include roads, railways and trails.

- Define the term “human characteristics.”
- Guide students in listing the human characteristics shown on the map. Note that these include observation stations, parking lots, campgrounds, trails, roads, a railway, hotels, stores, an information plaza, and buildings such as a bank, post office, and train depot.
- Guide students in concluding that, as this map shows, human characteristics are often closely connected with physical characteristics.
- People built roads and a railway so they could view the Grand Canyon. They built hotels and campgrounds so they could stay near the canyon.

Lesson 9: Human Characteristics of the United States

Objectives: SWBAT identify human characteristics of the United States and New Jersey.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 9: Suggested Instructional Activities

Materials: Connecting Physical and Human Characteristics Chart, Interstate Highways Map

- Divide students in pairs and give each pair a copy of the “Connecting Physical and Human Characteristics Chart” located in the Supplemental Materials to make predictions about the kinds of human characteristics likely to be found near each physical characteristic listed on the chart. Give pairs time to work.
- Have “Connecting Physical and Human Characteristics Chart” projected on the and record student ideas. *Note that a Completed Chart with Sample Answers has also been included in the Supplemental Materials.*
- Draw students’ attention to the idea that cities are likely to be located near several of the physical characteristics listed on the Chart used in Step 4. Briefly discuss the reasons for this. Possible reasons include:
 - * Cities develop near mountain areas when the mountains contain resources such as gold, silver or coal.
 - * Cities develop near plains areas that have fertile soil for farming.
 - * Cities develop near rivers which provide transportation, drinking water, etc.
 - * Cities develop in valleys where the land is flat and often fertile.
 - * Cities develop along the ocean which provides transportation.
- Remind students that an extensive highway system connects the various cities.
- Briefly review how transportation systems are connected to the geographic theme of Movement.
- Use the “Interstate Highways Map,” projected on the SMARTboard located in the Supplemental Materials.
- Have students make inferences about this transportation network. Possible answers include:
 - * Many interstate highways run north/south or east/west.
 - * There are more interstate highways in the eastern part of the United States than in the western part.
 - * Often the interstate highways do not run along coastal areas. An exception is Highway 95 in Florida.
 - * Interstate 80 goes across most of the United States.
 - * Interstate 75 goes from Michigan to southern Florida.
 - * No Interstate highway connects Alaska with the rest of the states.

Lesson 10: Human Characteristics of the United States

Objectives: SWBAT identify human characteristics of the United States and New Jersey.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 10: Suggested Instructional Activities

Materials: Human Characteristics of the United States Chart, Research Chart

- Explain that students will now have the opportunity to research a specific human characteristic found in the United States.
- Using the “Human Characteristics of the United States” chart located in the Supplemental Materials and explaining that the chart shows a wide variety of things humans have built in the United States. Assign each student to one of the topics by either cutting them out and having students draw or allowing them to choose a topic. Note that a blank section has been included to add a class-selected topic.
- Give each student a copy of the “Research Chart” located in the Supplemental Materials and review the chart with the class.
- Explain that students will be using multiple resources including websites to research their assigned human characteristics. If necessary, choose one of the characteristics and model the research process.
- Explain that following their research students will give a short presentation about their assigned human characteristic to the class.
- Give students time to conduct their research and design their presentation offering assistance as needed. Then, have students make their presentations to the class. Provide a large U.S. map on which they can identify the location of their human characteristic as they describe it.

Lesson 11: A Closer Look at U.S. Regions

Objectives: SWBAT identify the regions of the United States.

Standards:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Big Ideas Lessons 11-15

- A region is an area with at least one characteristic or feature that sets it apart from the other areas.
- Geographers say that these common characteristics or features help “bind a region together.”
- Regions make it easier to study large places like the world, continents, and countries.
- Regions can be based on many different natural characteristics such as landforms or climate.
- Regions can also be based on cultural characteristics like the kind of work people do.

Lesson 11 - Suggested Instructional Activities:

Materials: “Questions Geographers Ask” worksheet.

- Point out the geographic theme of “region.” Remind students that a region is an area with at least one characteristic or feature that sets it apart from other areas. Geographers say that these common features, or characteristics, help “bind a region together.” Explain that using the concept of region makes it easier to study the geography of large places such as the world, continents, and countries.
- Explain that regions are used today to study the geography of the United States. Because the United States is such a large country, it would be difficult to study the country one state at a time. Therefore, geographers have found ways to divide the country into regions. Explain that one way to regionalize the U.S. is to divide it into landform regions.
- Remind students that landforms are physical or natural characteristics on the earth’s surface such as plains, mountains, and valleys previously discussed in Lessons 5-7. Make sure to point out these regions on a U.S. map.

Lesson 12: A Closer Look at U.S. Regions

Objectives: SWBAT explain the various climate regions of the United States.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 12- Suggested Instructional Activities:

Materials: “Questions Geographers Ask” worksheet.

Climate

- Explain that another way to divide the United States into regions is by using climate. Remind students that climate is the weather in an area over time. In the previous lesson students interpreted climate maps based on temperature and precipitation.
- Explain that geographers define several different climate regions showing variations in temperature and precipitation. For example, one climate region is referred to as “tropical wet.” This type of climate is hot and rainy all year around. The only place with this type of climate in the U.S. is Hawaii.
- Ask students to predict the number of climate regions in the United States.
- Discuss student responses and then tell students that our country has eleven different climate regions.
- Ask students why they think our country has so many different kinds of climate. Discuss student responses.

Possible answers include:

- * The U.S. is a very large country so it is likely to have many climates.
- * The U.S. has great variety in geography. Landforms and bodies of water affect climate.
- * The U.S. has states that are very different from each other such as Alaska and Hawaii.
- Display “Climate Regions of the United States.”
- Make sure to point out these regions on a U.S. map.
- Make sure to point out that New Jersey belongs to the Continental Climate Region.
- Note that different atlases and different textbooks classify the climates of the U.S. in different ways. Instead of eleven climate regions as shown here, some resources reference only six: tropical, desert, marine, continental, polar and highland.

These are more manageable groups for fourth graders. Keep in mind, however, that the focus needs to be on understanding how climate can be used as a factor in creating regions and not on remembering specific climate regions and their characteristics.

Lesson 13: A Closer Look at U.S. Regions

Objectives: SWBAT identify characteristics when dividing U.S. regions.

Standards:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 13: Suggested Instructional Activities:

Materials: “Questions Geographers Ask” worksheet.

- Divide students into pairs and give each pair a copy of the “Dividing the United States into Regions” activity sheet.
- Have students work together with their partner to find two ways to divide the U.S. into regions.
- Explain that they should make lines on the outline map to show the regions and then describe why they divided the country in this way.
- Provide students with a large map of the United States for reference using a wall map, desktop map, or projected on the SMARTboard.
- Encourage them to consider natural and human characteristics such as rivers, cities, vegetation, population, etc. when dividing the U.S. into regions.
- Give students time to work on the activity and then have them share their ideas with the entire class. Guide students in analyzing the various student methods of regionalizing the U.S. by exploring both unique solutions and those that are very common among many of the pairs. Note that possible ways to regionalize the U.S. include:
 - * Dividing it into two sections using the Mississippi River as the dividing line.
 - * Dividing it into two sections, one northern region and one southern region.
 - * Dividing it into four quadrants: northeast, southeast, northwest, southwest.
 - * Dividing it into two coastal areas, one bordering the Atlantic and one bordering the Pacific, with one large middle section.

Lesson 14: A Closer Look at U.S. Regions

Objectives: SWBAT compare and contrast the regions of the United States.

Standards:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 14: Suggested Instructional Activities:

Materials: “Questions Geographers Ask” worksheet.

- Explain to students that a common way to divide the U.S. into regions is by dividing it into the five large areas using the “Five Regions of the U.S.”
- Explain that states in these regions are alike in the following ways:
 - They are located in the same part of the country.
 - They often have similar kinds of landforms, climate, and natural resources.
 - People who live in the region often earn a living in similar ways.
 - States in each region may also share similarities in history and culture.

Lesson 15: A Closer Look at U.S. Regions

Objectives: SWBAT compare and contrast the regions of the United States.

Standards:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Lesson 15: Suggested Instructional Activities:

Materials: “Questions Geographers Ask” worksheet.

- Explain that it is also common to subdivide some of the five regions shown “Five Regions of the U.S.” into smaller regions.
- The Middle West is commonly divided into the Great Lakes States and the Plains States.
- The Northeast Region is commonly divided into New England and the Middle Atlantic States.
- The West region is commonly divided into the Mountain States and the Pacific States.
- This creates eight regions. Use “Eight Regions of the U.S.” for support.

Make sure students understand that there is no single correct way to regionalize the U.S. as many textbooks appear to suggest. There are many different ways. Emphasize that regionalizing a place depends on the common characteristics that one uses to categorize an area.

Summing it Up

Ask students why they think there are so many different ways in which people have divided the U.S. into regions. Discuss student responses. Possible answers include:

- * People have different purposes for dividing the U.S. into regions.
- * The U.S. is big so there are many different ways to divide it into regions.
- * Regions can be based on many different common natural and human characteristics including population, landforms, history, culture, natural resources, etc.

Lesson 16: Adapting to Different Environments

<p>Objectives: SWBAT compare and contrast cultures of the regions of the United States.</p> <p>Standards:</p> <p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p>
<p>Big Ideas Lesson 16-19</p> <ul style="list-style-type: none"> • The geography of a place influences the culture (how people live) there. • People have adapted to different environments of the United States. As a result, cultural characteristics such as housing styles, recreational activities, and land use varies in different regions. • History is often the story of how people have adapted to their environment.
<p>Lesson 16: Suggested Instructional Activities</p> <ul style="list-style-type: none"> • Write the term “culture. Review the meaning of the term (the way of life of a group of people). • Remind students that architecture, or the way buildings are designed, is a component of culture. • Lead a discussion using the following questions: <ul style="list-style-type: none"> · How do the houses differ? · Why are there so many different housing styles in the United States? · Long ago when people moved to a new area, how do you think they decided what kind of house to build? · How does geography influence housing styles? • Write the phrase “adapting to the environment” on the board.Explain that geographers often study how people have adapted, or changed, to fit the environment where they live. • Share the following ideas regarding the specific houses and encourage students to share their own thoughts regarding how these houses reflect adaptation to a particular environment: <ul style="list-style-type: none"> * Like log cabins of the past, houses in areas with lots of trees tend to be made of wood and have a balcony or porch from which to enjoy scenic views. *Houses along rivers are often on stilts and have docks where boats can “park” in front. *Houses in urban areas with little space are often set on top of each other in row houses or apartments. *Houses along the coastline have lots of windows and decks. *Houses in dry areas often have flat roofs since they don’t have to repel rain and snow. Landscaping reflects rocks and cactus instead of grass.
<p>Lesson 17: Adapting to Different Environments</p>
<p>Objectives: SWBAT compare and contrast how people adapt to the environment of their region.</p> <p>Standards:</p> <p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Lesson 17: Suggested Instructional Activities

- Display “Land Use in the United States” located in the Supplemental Materials.
- Using one photograph at a time, discuss how geography influences the ways in which people use land. For example, in areas of the plains where it was hard to grow many crops farmers adapted by using land as range for cattle.
- Discuss how people are likely to change the land when they use it for certain activities. Explain that these changes may have positive or negative effects on the environment.
- Ask students to choose one of the photographs and explain how the way people have used the land in the photograph may have changed the land.
- Explain that people also adapt their recreational activities to their environment.
- Place students in pairs and ask pairs to come up with another region, then have them share their ideas with the group.

Lesson 18: Adapting to Different Environments

Objectives: SWBAT compare and contrast how people adapt to the environment of their region.

Standards:

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Lesson 18: Suggested Instructional Activities

- Remind students that geography and history are often interrelated.
- Explain that history often is based on stories of how people have adapted to new environments.
- Display “Adapting to a New Environment.”
- Review the six examples relating to the migration of people, which were covered in the previous two lessons.
- Discuss how each group encountered a different environment as a result of their migration.
- Ask students to think of a challenge this new environment presented.
A chart showing sample answers has also been included in the Supplemental Materials.

- Discuss how the various groups may have met the challenges by adapting to the new climate. The Potawatomi may have learned to grow different kinds of foods in their new environment.

Note that as an alternative, this activity could be done in small groups instead of the large group.

Lesson 19: Adapting to Different Environments

Objectives: SWBAT compare and contrast how people adapt to the environment of their region.

Standards:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Lesson 19: Suggested Instructional Activities

- As a culminating activity, pairs of students investigate adaptation in a particular region of the United States.
- Give each pair a copy of the “Investigation” sheet located in the Supplemental Materials.
- Review the directions and have pairs choose one of the questions to investigate. Make sure to encourage students to come up with their own idea in addition.
- Provide time and resources such as suggestions for websites so students can complete their investigation.

Note that this is not an in-depth investigation; they merely need to find one example of adaptation. For example, people adapt to life in the earthquake regions of California by building houses that can withstand an earthquake. When pairs have completed their investigations, place them in groups of four or six to share what they have found, have them share.

Lesson 20: Regions of New Jersey

Objectives: SWBAT compare and contrast the different regions of New Jersey.

Standards:

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Lesson 20: Suggested Instructional Activities:

- Explain that just as the U.S. is divided into regions. States are divided into regions as well.
- Explain that New Jersey is divided into Four Main Regions.

Use slides for attached Powerpoint to guide your lesson and discussion.

Atlantic Coastal Plain

[New Jersey's Natural Region](#)

Lesson 21: Regions of New Jersey

Objectives: SWBAT compare and contrast the different regions of New Jersey.

Standards:

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Big Idea: Lessons 21-25

- New Jersey is divided into four regions: Atlantic Coastal Plain, the Piedmont, the Highlands, and the Appalachian Ridge and Valley Region.

Lesson 21: Suggested Instructional Activities:

- Explain that just as the U.S. is divided into regions. States are divided into regions as well.
- Explain that New Jersey is divided into Four Main Regions.

Use slides for attached Powerpoint to guide your lesson and discussion.

The Highlands

[New Jersey's Natural Region](#)

Lesson 22: Regions of New Jersey

Objectives: SWBAT compare and contrast the different regions of New Jersey.

Standards:

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Lesson 22: Suggested Instructional Activities:

- Explain that just as the U.S. is divided into regions. States are divided into regions as well.
- Explain that New Jersey is divided into Four Main Regions.

Use slides for attached Powerpoint to guide your lesson and discussion.

The Piedmont

[New Jersey's Natural Region](#)

Lesson 23: Regions of New Jersey

Objectives: SWBAT compare and contrast the different regions of New Jersey.

Standards:

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Lesson 23: Suggested Instructional Activities:

- Explain that just as the U.S. is divided into regions. States are divided into regions as well.
- Explain that New Jersey is divided into Four Main Regions.

Use slides for attached Powerpoint to guide your lesson and discussion.

Atlantic Coastal Plain

[New Jersey's Natural Region](#)

Lesson 24: Regions of New Jersey Post Assessment

Objectives: SWBAT compare and contrast the different regions of New Jersey.

Standards:

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.differently.

Lesson 24: Suggested Activities

- Divide the class into four groups and assign each group a region.
- Have students design a postcard for the region they are assigned.
- The postcard must include:
 - ☐ An illustration of the region.
 - ☐ A message to a friend or family member explaining what the region is like on the back.

Note: Post-Assessment should include the name of the region and at least three facts that would be used to identify the chosen region. Students should properly illustrate the post card based upon the regions characteristics.

Unit Plan Title	Unit 2 - The Lenni/Lenape - Native Americans
Suggested Time Frame	Approximately 3 weeks (Trimester 1)

Overview/Rationale

In this mini-unit, students will be introduced to the first people of New Jersey, the Lenni-Lenape Native Americans. Students will learn the way of life of a Lenni-Lenape and see that some of the Lenape culture and ways of families are still followed in American families.

Stage 1- Desired Results

Established Goals:

2020 New Jersey Student Learning Standards (NJSLs-Social Studies)

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Interdisciplinary Connections

2016 New Jersey Learning Standards for English Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. 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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. 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.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness, Life Literacies, and Key Skills 2020

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.1 Evaluate digital sources for accuracy, perspective, credibility, and relevance (e.g., *Social Studies Practice* - Gathering and Evaluating Sources).

9.4.5.TL.5 Collaborate digitally to produce an artifact (eg. 1.2.5RC1d).

Computer Science and Design Thinking 2020

8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Essential Questions:

- Who were the first people on U.S. soil?
- Who were the first people to live in New Jersey?
- How did the first people of New Jersey arrive?
- When did the first people of New Jersey arrive?
- What is the way of life of the Lenape?
- What are the characteristics of Lenape culture?

Enduring Understandings: *Students will understand that...*

- The first people of New Jersey were Native Americans.
- Lenni Lenape's rich culture was well adapted to available resources.
- The similarities and differences of current day American families and Lenape families.
- The Lenape Way of Life.

Knowledge: *Students will know...*

- Native Americans were the first people on U.S. soil.
- The Lenni-Lenape were the first New Jerseyans.
- The way of life of the Lenape.

Skills: *Students will be able to...*

- Explain the first people of New Jersey.
- Describe the effects the land had on the lives of the early New Jerseyans.
- Describe the Lenape way of life.
- Compare and contrast current day life of New Jerseyans and Lenape.
- Describe the characteristics of Lenape culture.

Stage 2- Assessment Evidence

Formative Assessment(s) and Evidence of Learning:

- Informal teacher observations
- Written RACES responses to open-ended questions based on the unit's essential questions-RACES Response (Restate the question, Answer the question, Cite Evidence, Explain/Expand, Summarize)
- Classwork

Summative Assessment(s) and Performance Task(s):

- Written RACES responses
- Lenni-Lenape Research Slides Project

Teacher Resources

Resource Folder:

<https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QD?usp=sharing>

- <https://delawaretribe.org/product/the-lenape-or-delaware-indians/>
- <http://4msandmeier.weebly.com/lenni-lenape.html>
- Lenape Lifeways Videos: <https://www.youtube.com/user/LenapeLifewaysVideos>
- www.puzzlemaker.com
- www.native-languages.org/lenape_culture.htm
- www.state.nj.us/state/historykids

- <http://www.usgennet.org/usa/nj/state/Lenape.htm>
- www.web2sons.org/school/lenni/lenni.pdf
- *'The First New Jerseyans* using pages 64-67
- Lenni Lenape <http://www.usgennet.org/usa/nj/state/Lenape.htm>
- Webquest Options:
<http://zunal.com/webquest.php?w=88010>
<http://questgarden.com/168/63/6/140312094240/index.htm>

Stage 3- Learning Plan

Lesson Sequence:

- Lesson 1 Who are the First New Jerseyans?
- Lesson 2 American Families vs. Lenni-Lenape Families
- Lesson 3 Lenape Culture in Different Regions
- Lesson 4 Interviewing a Lenni-Lenape
- Lesson 5 Lenape Way of Life – Day 1 Slides Project
- Lesson 6 Lenape Way of Life – Day 2 Slides Project

Lesson 1: Who are the First New Jerseyans?

Unit of Study: The Lenni-Lenape –Native Americans

Objectives: SWBAT explain that the Lenni-Lenape were the first people to live in New Jersey.

Standards:

- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Lesson 1-Suggested Instructional Activities:

Note: Teachers should use Scott Foresman New Jersey (4th Grade Text) for support in teaching the Lenape Indians.

- Explain to students they are going to be learning about the first people to have lived in New Jersey.
- Introduce the Lenni-Lenape.
- Read and teach students how to outline *The First New Jerseyans* using pages 64-67 in students' Social Studies Journal.
- Share and discuss important key items and terms.

Lesson 2: American Families vs. Lenni-Lenape Families

Unit of Study: The Lenni-Lenape –Native Americans

Objectives: SWBAT compare/contrast American families and Lenni-Lenape families.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Lesson 2-Suggested Instructional Activities:

Note: Teachers should use Scott Foresman New Jersey (4th Grade Text) for support in teaching the Lenape Indians.

- Have students work in pairs to read and outline *The First New Jerseyans* using pages 68-75 in students' Social Studies Journal.
- Have students list three ways American families are the same as Lenni-Lenape families.
- Have students list three ways American families are different from Lenni-Lenape families.

Lesson 3: Lenni Lenape Culture in Different Regions

Unit of Study: The Lenni-Lenape –Native Americans

Objectives: SWBAT create a timeline of how Lenni Lenape traveled throughout New Jersey.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Lesson 3-Suggested Instructional Activities:

Note: Teachers should use Scott Foresman New Jersey (4th Grade Text) for support in teaching the Lenape Indians.

- Discuss how Native American culture is still manifested in NJ today.
- Compare and contrast lifestyles.
 - New Jersey people move from cities to the shore for the summer.
 - Lenni Lenape traveled with the seasons, making full use of the area resources
<http://www.usgennet.org/usa/nj/state/Lenape.htm>.
- Create a timeline showing the progression and development in the United States and New Jersey and the people who inhabited these places.

Lesson 4: Interviewing a Lenni-Lenape

Unit of Study: The Lenni-Lenape –Native Americans

Objectives: SWBAT describe and discuss various parts of the Lenni-Lenape ways of life.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Lesson 4-Suggested Instructional Activities:

Note: Teachers should use Scott Foresman New Jersey (4th Grade Text) for support in teaching the Lenape Indians.

- Have students reread pages 68-77 and work in pairs to prepare interview questions on the Lenape Way of Life.
- Discuss the type of questions one would ask a Lenape and give examples using expectations of Lenni-Lenape Slides Project.

Lesson 5: Lenape Way of Life: Day 1 Slides Project

Unit of Study: The Lenni-Lenape –Native Americans

Objectives: SWBAT describe and discuss various parts of the Lenni-Lenape ways of life.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Lesson 5-Suggested Instructional Activities:

Note: Teachers should use Scott Foresman New Jersey (4th Grade Text) for support in teaching the Lenape Indians.

Webquest Options:

<http://zunal.com/webquest.php?w=88010>

<http://questgarden.com/168/63/6/140312094240/index.htm>

- Using the Native Americans Lenape Webquest- have students research different aspects of the Lenape culture.
- Students should include questions from their Lenape Way of Life interview, but should be sure to include the following questions in their search and Slides Presentation.
 - ☐ Who were the Lenni-Lenape?
 - ☐ What type of transportation did they use?
 - ☐ Do you think they were friendly with other tribes or Europeans?
 - ☐ What language did they speak?
 - ☐ What did Lenape children do for fun?

Lesson 6: The Ways of a Lenni-Lenape Day 2 Slides Project

Unit of Study: The Lenni-Lenape –Native Americans

Objectives: SWBAT describe and discuss various parts of the Lenni-Lenape ways of life.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Lesson 6-Suggested Instructional Activities:

Note: Teachers should use Scott Foresman New Jersey (4th Grade Text) for support in teaching the Lenape Indians.

- Have students work in pairs and answer the following questions by researching on their chromebooks.
 - ☐ Who were the Lenni-Lenape?
 - ☐ What type of transportation did they use?
 - ☐ Do you think they were friendly with other tribes or Europeans?
 - ☐ What language did they speak?
 - ☐ What did Lenape children do for fun?

Unit Plan Title	Unit 3a - Colonial Period
Suggested Time Frame	Approximately 3 weeks (Trimester 2)

Overview/Rationale
In this unit, students will learn how immigrants came to America from countries all over the Atlantic world. As they settled, they borrowed ideas and customs from one another. This borrowing and sharing helped to bring the colonists together. In time, disagreements about principles of government led to the colonists to seek and establish their own identity and independence from Britain.

Stage 1- Desired Results
<p>Established Goals: 2020 New Jersey Student Learning Standards (NJSLS-Social Studies)</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p>

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. 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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. 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.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness, Life Literacies, and Key Skills 2020

9.1.5.EG.1 Explain and give examples of what is meant by the term “tax”.

9.1.5.EG.2 Describe how tax monies are spent.

9.1.5.FP.4 Explain the role of spending money and how it affects well-being and happiness (e.g. “happy money”, experiences over things, donating to causes, anticipation, etc.).

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking 2020

8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.

Essential Questions:

- What were the colonies?
- Why did the colonists want to become independent from Britain?
- Who was George Washington?
- What was the French and Indian War?
- What were the unfair laws being given by the British government?

Enduring Understandings: *Students will understand that...*

- The colonies were under British rule.
- Colonists began to resist British rule.
- The Colonists wanted to be free from the British government.
- George Washington played an important role.
- The cause/result of the French and Indian War.
- The British government declared many unfair laws of the colonists.

Knowledge: *Students will know...*

- The colonies
- Parliament.
- The colonists wanted to become independent from the British government.

Skills: *Students will be able to...*

- Identify the cause of the French and Indian War.
- Explain the outcome of the French and Indian War.

<ul style="list-style-type: none"> • The outcome of the French and Indian War. • The Treaty of Paris. 	<ul style="list-style-type: none"> • Provide reasons why the Colonists wanted to be independent from Britain.
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Stage 2- Assessment Evidence	
Formative Assessment(s) and Evidence of Learning: <ul style="list-style-type: none"> • Informal teacher observations • Written RACES responses to open-ended questions based on the unit’s essential questions • Classwork 	Summative Assessment(s) and Performance Task(s): <ul style="list-style-type: none"> • Written RACES responses
Teacher Resources	
Resource Folder: https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QD?usp=sharing <ul style="list-style-type: none"> • Teacher’s Guide – American Revolution The American Revolution Core Knowledge Foundation • Student Reader – American Revolution The American Revolution Core Knowledge Foundation • www.coreknowledge.org/ckhg-online-resources • PBS Liberty Kids: https://youtu.be/S7qRZmHLobQ 	
Stage 3- Learning Plan	
Lesson 1: The Thirteen Colonies	
Objectives: SWBAT identify the original thirteen colonies.	
Standards: 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	
Big Ideas: <ul style="list-style-type: none"> • In what ways did the colonies change over time? • Explain why immigrants came to the American colonies. • List the factors that began to unify the diverse population of the American colonies. 	
Lesson 1-Suggested Instructional Activities: The Thirteen Colonies <ul style="list-style-type: none"> • Explain that before there was the United States, there were thirteen original colonies. • Students complete the activity page “Map of the colonies”. (AP 1.2) • Students complete activity page “Where Am I?” (AP 1.3) 	

Lesson 2: Meet the Colonists

Objectives: SWBAT explain why immigrants came to the American colonies.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Big Ideas:

- Explain why immigrants came to the American colonies.
- List the factors that began to unify the diverse population of the American colonies.
- Understand the meaning of the following domain-specific vocabulary: *immigrant, colony, migrate, trade, merchant, custom, and frontier*.

Lesson 2 -Suggested Instructional Activities: (Teacher's Guide – p. 22-29)

- Explain to students they will read about people who came to America after these first explorers.
- Have students share prior knowledge of colonists.
- *The American Revolution* (Student Reader – Chapter 1; p. 2-9)
- Have students complete the Check for Understanding activity in their journals using RACES response strategy.

Lesson 3: If You Had Lived in the Colonies

Objectives: SWBAT describe everyday life in the American colonies in the 1750s.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Big Ideas:

- Describe everyday life in the American colonies in the 1750s.
- Compare and contrast the life of a child of a free person with the life of a child of an enslaved person.
- Understand the meaning of the following domain-specific vocabulary: *enslave, plantation, disease, and herb*.

Lesson 3 - Suggested Instructional Activities: (Teacher's Guide – p. 30-35)

- Explain to students they will be learning about what an average day looked like for a colonial child.
- *The American Revolution* (Student Reader – Chapter 2; p. 10-17)
- Have students complete the Check for Understanding activity in their journals using RACES.

Lesson 4: The Rights of Englishmen

Objectives: SWBAT identify Parliament and explain its power over the colonies.

Standards:

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Big Ideas:

- Explain how the British Empire was created.
- Identify Parliament and explain its powers over the colonies.
- List and describe the most important rights of British citizens.
- Understand the meaning of the following domain-specific vocabulary: *empire, self-government, Congress, English Parliament, tax, representative, assembly, citizen, and independence*.

Lesson 4 - Suggested Instructional Activities: (Teacher's Guide – p. 36-40)

- Explain that the colonists thought of themselves as citizens of the British Empire and subjects of the British king.
- *The American Revolution* (Student Reader – Chapter 3; p. 18-25)
- Have students complete the Check for Understanding activity in their journals using RACES.

Lesson 5: Learning Hard Lessons

Objectives: SWBAT identify George Washington and describe his role in the conflict.

Standards:

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Big Ideas:

- Explain the reasons for the conflict between the French and the British.
- Identify George Washington and describe his role in the conflict.
- Describe the course of the conflict in the Ohio River Valley.
- Understand the meaning of the following domain-specific vocabulary: *militia*, *fort*, *general*, *governor*, and *ally*.

Lesson 5 - Suggested Instructional Activities: (Teacher's Guide – p. 41-44)

- Explain to students that England and France fought for control of land in North America and that the conflict lasted for many years.
- Explain that they are going to read about George Washington before he became the first president and the role he played before the American Revolution happened.
- *The American Revolution* (Student Reader – Chapter 4; p. 26-31)
- Have students complete the Check for Understanding activity in their journals using RACE.

Lesson 6: The French and Indian War

Objectives: SWBAT describe the events of the French and Indian War

Standards:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Big Ideas:

- Describe the events of the French and Indian War.
- Identify the provisions of the peace treaty between the French and the British.
- Evaluate the implications of the war's outcome for Britain and the American colonies.
- Understand the meaning of the following domain-specific vocabulary: *colonel*, *parade*, *advance*, *prime minister*, and *"peace treaty."*

Lesson 6 - Suggested Instructional Activities: (Teacher's Guide – p. 45-50)

- Explain to students that England and France fought for control of land in North America and that the conflict lasted for many years.
- Explain that they are going to read about George Washington before he became the first president and the role he played before the American Revolution happened.
- *The American Revolution* (Student Reader – Chapter 5; p. 32-37)
- Have students complete the Check for Understanding activity in their journals using RACE.
- Have students complete Activity Page 5.1 Domain Vocabulary Chapters 1-5.

Lesson 7: The Quarrel with Britain Begins

Objectives: SWBAT understand the colonial policies Britain made as a result of the French and Indian War – including the Proclamation of 1763.

Standards:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Big Ideas:

- Understand the colonial policies Britain made as a result of the French and Indian War, including the Proclamation of 1763.
- Understand the effects of these policies on the American colonies.
- Understand the meaning of the following domain-specific vocabulary: *proclamation*, *import*, *tax collector*, and *molasses*.

Lesson 7 - Suggested Instructional Activities: (Teacher's Guide –Chapter 6; p. 51-54)

- Explain to students that after the French and Indian War, Great Britain was in debt and needed to find a way to pay for the French and Indian War now that it was over.
- Explain that today they will learn about the ways Great Britain tried to pay for the war and how those efforts affected the colonists.
- *The American Revolution* (Student Reader – Chapter 6; p. 38-43)
- Have students complete the Check for Understanding activity in their journals using RACE.

Unit Plan Title	Unit 3b - Our Government; Rights & Responsibilities of Citizenship
Suggested Time Frame	Approximately 8 weeks (Trimester 2)

Overview/Rationale

In this unit, students will acquire the knowledge and skills to think analytically about how past and present interactions of people and the environment shape America. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Students learn fundamental concepts about government and citizenship. The focus of this unit is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of American heritage.

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. 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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. 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.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness, Life Literacies, and Key Skills 2020

9.1.5.FP.2 Identify the elements of being a good steward of money.

9.1.5.FP.3 Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4 Explain the role of spending money and how it affects well-being and happiness (e.g. "happy money", experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.2 Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science and Design Thinking 2020

8.1.5.DA.5 Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.2.5.ED.1 Explain the functions of a system and its subsystems.

8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ETW.3 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

Essential Questions: <ul style="list-style-type: none">● What is the Bill of Rights?● How does the Constitution determine our government?● How does the government protect the rights of the people?● What are the three branches of government?● How do the branches work together?● What is limited and unlimited government?● What are checks and balances?● How are officials appointed?	Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none">● The Constitution and Bill of Rights are key documents in United States history.● The Constitution is a basic plan for the U.S. government.● The government protects the rights of the people.● The three branches of government at the local, state, and national levels work together to lead our cities, states, and country.● Our government was founded on the principles of fairness, equality, and respect for diversity.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none">● Rules and laws are important.● The power to govern belongs to the people.● Government resolves the conflict.● The government is divided into three branches.● Each branch of the government has a specific duty.● Federal revenue comes from income taxes and state and local revenue comes from sales taxes, income taxes, property taxes and fees.	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none">● Explain why rules and laws are important.● Develop definitions for key phrases in the Preamble to the Constitution.● Identify the three branches of government.● Explain the purpose of government.● Explain the Bill of Rights.● Explain the responsibilities, powers, and limits of each branch of government.● Explain the difference between limited and unlimited government.





Stage 2- Assessment Evidence

Formative Assessment(s) and Evidence of Learning: <ul style="list-style-type: none">● Informal teacher observations● Written RACES responses to open-ended questions based on the unit's essential questions● Classwork	Summative Assessment(s) and Performance Task(s): <ul style="list-style-type: none">● What Does the Preamble Mean?● How Does the Government Affect Me?● Checks and Balances Organizer● The Bill of Rights Poster● Supply and Demand● Cause and Effect
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Teacher Resources

Resource Folder:

<https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QD?usp=sharing>

- <http://www.schoolhouserock.tv/Preamble.html>
-  School House Rock - The Constitution
- <https://bensguide.gpo.gov/>
- <http://www.irs.gov/app/understandingTaxes/jsp/ppt4.jsp>
-  The Bill of Rights for Kids
-  6.3 - The Bill of Rights BrainPOP VIDEO
-  Schoolhouse Rock - I'm Just a Bill
- Lessons adapted from Our Federal Government
<https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?EditMode=1&UnitID=13486&CurriculumMapID=111&YearID=2023&backLinkId=1040>
- [New Jersey Women's History](#)

Stage 3- Learning Plan

Lesson Sequence:

- Lessons 1-4 Why Do We Need a Government?
- Lessons 5-6 Three Levels and Purposes of Government
- Lesson 7 How is the Federal Government Organized?
- Lessons 8-9 Why Do We Have Checks and Balances?
- Lessons 10-12 Limited the Power of the Government – The Bill of Rights
- Lesson 13 Elected and Appointed Officials
- Lesson 14 Limited Resources
- Lesson 15 Trade-Offs and Budgets
- Lesson 16 Economic Decision Making: The Role of Price and Competition
- Lesson 17 New Jersey Women

Note: Lessons adapted from Our Federal Government

<https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?EditMode=1&UnitID=13486&CurriculumMapID=111&YearID=2023&backLinkId=1040>

Our Federal Government Unit is located in the Resources Folder.

Lesson 1: Why Do We Need a Government?

Objectives: SWBAT explain the need for a government.

Standards:

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of

religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Big Ideas:

- Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.
- There would be many serious consequences if schools, communities, and our country tried to function without government and rules or laws.
- People institute governments for many reasons such as safety, promoting the common good, and protecting individual rights.
- The Preamble to the U.S. Constitution describes the purposes of our federal government.

Lesson 1-Suggested Instructional Activities:

- Ask the question “Why is the government needed?”
- Divide students into groups of three or four students each. Make copies and distribute the small group activity sheet labeled “Life Without government and Rules/Laws” located in the Supplemental Materials.
- Have the groups use the handout to guide their discussion of what life would be like in their school, community, and country without government or rules/laws.
- Ask them also to think about what problems might occur. Have them record their ideas on the Group Activity Sheet. It may be helpful to provide students with an example such as the following: If school had no rules, people could talk whenever they wanted.
- Explain to the class that if there were no restrictions on talking in class, people who want to talk would benefit, but other students who want to learn may be disturbed by such behavior. This would no doubt create problems.
- Encourage students to think about specific situations that they may encounter in each situation.
- Allow students time to complete the group activity and then share their ideas with the entire class.

Lesson 2: Why Do We Need a Government?

Objectives: SWBAT explain the need for a government.

Standards:

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Lesson 2 -Suggested Instructional Activities:

- Explain that people institute governments in order to avoid the kinds of problems students identified in the small group activity. As a beginning step, people have to think carefully about what the purposes of government should be.
- Divide students in pairs and have each pair create a list of important purposes of government.
- Remind students to access their prior knowledge by remembering what they learned about the purposes of local and state government in previous years.
- Give pairs time to work together and then have them share ideas with the whole class.
- As students share their answers, make a master list of their ideas regarding the purposes of government on an overhead transparency or chart paper.

Note that possible answers include:

- to protect the rights of people
- to make and enforce laws
- to provide leadership
- to keep people safe
- to provide public services

Lesson 3: Why Do We Need a Government?

Objectives: SWBAT explain the Preamble of the Constitution in their own words.

Standards:

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Lesson 3 - Suggested Instructional Activities:

- Display the first page of the “Constitution”. Explain that the Constitution is the agreement made among people of the United States to form a government.
- Explain that the Constitution is a written document that created the system of government for our country. It describes the power and organization of our government and the rights and powers reserved for the people or states. In other words, it describes how laws will be made, enforced, and interpreted. It also acts as the highest law of our land. States cannot create laws that conflict with it. The Constitution also places limits on our government so that people have certain rights that cannot be taken away by the government.

- Write the word “Preamble” on the board. Explain that this term refers to the first part of the Constitution which describes the purposes of government.
- Point out the first three words of the Preamble and ask students to read the words out loud. Use the following questions to discuss the first three words:
 - Why do you think these three words are written in such large letters?
 - What do you think these words mean?
- Discuss how the words “We the People” mean that the power to govern belongs to the people who have created the government.

Lesson 4: Why Do We Need A Government?

Objectives: SWBAT analyze the Preamble of the Constitution

Standards:

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Lesson 4 - Suggested Instructional Activities:

- Read the Preamble out loud to students. Note that as an alternative you may wish to play the sound file of the Preamble from SchoolHouse Rock.
- Read students the introduction to the book *We the Kids: The Preamble to the Constitution of the United States* by David Catrow, which provides a good beginning to teaching about the Preamble.

Note: As an alternative informational text lesson you may want to provide students with their own copy of the two-page introduction and have them read it independently.

- Divide students into six small groups and assign each group to one of the following sections of the Preamble:

To form a more perfect union

To establish justice

To insure domestic tranquility

To provide for the common defense

To promote the general welfare

To secure the blessings of liberty to ourselves and our posterity

- Give each group a copy of the “Analyzing a Section of the Preamble” chart. Explain that groups should work together to determine the meaning of their section, its importance, and an example of how our federal government carries out that purpose.
- After groups have had time to work, have them share their analysis with the whole class. As each group reports, have students summarize what each section means on the “What Does the Preamble Mean?” chart located in the Supplemental Materials.
- Share David Catrow’s explanation of the meaning of each section of the Preamble from his book *“We the Kids”* and have groups compare their explanations with his in a class discussion.

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- If time allows, share the rest of the Catrow book with students making sure they are close enough to view the illustrations. Discuss how the author has illustrated the ideas of the Preamble.

Lesson 5: Three Levels and Purposes of Government

Objectives: SWBAT explain the three levels of government.

Standards:

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

Big Ideas: (Lessons 5-6)

- In the United States, the government is based on the ideas of popular sovereignty, which means that the ultimate power belongs to the people in our government.
- The people agreed to delegate some of their power to the federal government and expressed this in the Constitution.
- All other powers not given to the federal government in the Constitution are reserved to the states of the people.
- In a few cases, certain powers like making laws and collecting taxes are shared by both federal and state governments.
- The system of delegating, reserving, and sharing of power explained in the Constitution serves to limit the power of the government.

Lesson 5 - Suggested Instructional Activities:

- Begin the lesson by reviewing the three levels of government (local, state, and federal/national).
- Explain that the Constitution sets up a federal system of government by dividing powers among the national, state, and local governments. Citizens elect officials to serve at each of these three levels. The separation of powers restricts government power and prevents its abuse.
- Explain that each government level has its own responsibilities, but there are many areas of overlap among federal, state, and local jurisdictions.
- Have students brainstorm a list of duties and services provided by the government and chart them.
- Examples should include activities related to:
 - Federal Responsibilities: defense, currency regulation, foreign relations, health, education, welfare, transportation, and housing and urban development.
 - State Responsibilities: state criminal code, working conditions, internal communications, and regulations of property, industry, business, and public utilities.
 - Local Responsibilities: police and fire protection, health regulations, education, public transportation, and housing.
- Explain to students that the Constitution, in addition to describing how powers are shared between the federal/national and state governments, also puts limits on the powers of each level.
- Use the following information to discuss these limits with students:
 - The federal government may not make laws that favor trade in one state over another.
 - The federal government may not spend money unless there is a law giving it approval to do so.

- ☐ The federal government may not tax goods that are leaving the country.
- ☐ The states may not coin or print money.
- ☐ The states may not make treaties with other countries.

Lesson 6: Three Levels and Purposes of Government

Objectives: SWBAT explain the three levels of government.

Standards:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

Lesson 6 - Suggested Instructional Activities:

- Review with students that their lives are affected everyday by all three levels of government.
- Using “How Does the Government Affect Me Chart” – have the students work in groups to research specific examples of how the government affects them.
- Allow students time to discuss their findings.

Lesson 7: How is the Federal Government Organized?

Objectives: SWBAT name and explain the roles of the three branches of government.

Standards:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Lesson 7 - Suggested Instructional Activities:

Materials: large cutout of a tree with three branches.

- ☐ Review that the Constitution provides a basic framework for the federal government that includes three distinct branches. (Executive, Legislative, and Judicial)
- ☐ Use a large cutout of a tree with three branches to illustrate the branches of the federal government and have students label the three branches.
- ☐ Divide the students into three groups and have each group research the responsibilities, powers, and limits that apply to their branch and the individual roles of each branch and write these on leaves.
- ☐ Executive Branch-President, Vice-President, Cabinet members for the Executive Branch
- ☐ Legislative Branch – Senators and Representatives
- ☐ Judicial Branch – Supreme Court justices and federal judges.
- Have students create a presentation that illustrates what was learned about their assigned branch.
- Students will then present to the class.
- Have students take notes on additional leaves and add them to the remaining two branches.

Lesson 8: Why Do We Have Checks and Balances?

Objectives: SWBAT explain the system of Checks and Balances

Standards:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

Big Ideas: (Lessons 8-9)

- In order to limit the power of the federal government the Constitution provides for a system of checks and balances.
- Under the system of checks and balances, the branches are given authority to challenge each other's use of power. For instance, the president has the power to veto a law passed by Congress.
- No branch can carry out its functions/powers without some cooperation from the other branches.
- The system of checks and balances makes sure that one branch does not become too powerful and presents abuse of power that might result if a single branch were in complete control.

Lesson 8: Suggested Instructional Activities

- Begin the lesson by reviewing the concept of separation of power by having students list the three branches of government and one major power of each branch.
- Ask students: Would separating the federal government into three separate branches insure that no one person or group would become too powerful?
- Write the term “Checks and Balances” on the board and explain that this term describes how the Framers of the Constitution hoped to further limit the power of the national government with this system.
- Explain the following:
 - When the Framers separated the legislative, executive, and judicial powers among three different branches, they were still concerned that each branch might abuse its power.
 - The Framers of the Constitution did not think separating the powers would be enough. They were afraid that problems would arise like those described on the Power Problems chart. They decided that they also needed to make sure that the legislative, executive, and judicial powers were given to other branches as a check on power.
 - Under the system of checks and balances, the branches are given authority to challenge each other’s use of power. For instance, the president has the power to veto a law passed by Congress. In this way, no branch can carry out its functions/powers without some cooperation from the other branches. Thus, the “checking power” is a way one branch of government can limit the power of the other branches of government.
 - The system of checks and balances makes sure that one branch does not become too powerful and prevents abuse of power that might result if a single branch were in complete control.

Lesson 9: Why Do We Have Checks and Balances?

Objectives: SWBAT explain the system of Checks and Balances

Standards:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

Lesson 9 - Suggested Instructional Activities:

- Explain that one good way to learn about our system of checks and balances is to examine the process of how laws are made.
- Give each student a copy of the “How a Bill Becomes a Law” diagram and display. Use the diagram to discuss the process in simple terms. This step could be supplemented by playing the song “I’m Just a Bill” from the Schoolhouse Rock website [Schoolhouse Rock - I'm Just a Bill](#)
- Give examples of how the legislative and executive branches check each other in the law-making process. Examples include the following:
 - o The president can veto a bill. This is a way the executive branch can check the legislative branch.

- o Congress can override the veto. This is a way the legislative branch can check the executive branch.
- o Both the House of Representatives and Senate must agree on the bill. This is the way one part of the legislative branch checks the other.
- Give each student a copy of the “Checks and Balances” graphic organizer
- Explain that students should use what they have learned in the lesson so far to help them fill in the seven blanks on the organizer.
- Provide each student with a copy of the “Checks and Balances Reference Sheet”
- Guide students in identifying further examples of checks and balances described on the sheet and discuss how they serve to check one of the three branches. Note that examples include:
 - o The power of the Legislative Branch to impeach, try and remove Supreme Court Justices, federal judges, and the President from office
 - o The power of the Senate to approve Presidential appointments
 - o The power of Congress to control money needed for the armed forces

Assessment: The graphic organizer on “Checks and Balances” that students complete in Step 11 can be used as an assessment. The posters can be used as an assessment as well. In addition, students could write a short paragraph describing our system of checks and balances.

Lesson 10: Limited the Power of the Government – The Bill of Rights

Objectives: SWBAT explain the difference between limited and unlimited government.

Standards:

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Big Ideas: (Lessons 10-12)

- The people limit the power they delegate to the federal government through principles of separation of powers and checks and balances.
- Government is also limited by ten amendments to the Constitution called the Bill of Rights.
- The Bill of Rights serves to protect people’s individual rights such as freedom of speech, freedom of religion, and the right to a trial by jury.

Lesson 10: Suggested Instructional Activities:

- Remind students that this lesson has focused on the following big questions:
 - ☐ Why do people form governments?
 - ☐ How does our federal government work?
 - ☐ How do the Constitution and its core democratic values limit the power of government?
- Explain that they have learned about several important concepts designed to help them answer the three focus questions.
- Give each student a copy of the “Reviewing Limited Government” chart located in the Supplemental Materials.
- Explain that they should think about the four important concepts listed on the chart and then describe what they mean in their own words and explain how they serve to limit government.

Lesson 11: Limited the Power of the Government – The Bill of Rights

Objectives: SWBAT explain the difference between limited and unlimited government.

Standards:

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Lesson 11: Suggested Instructional Activities:

- Briefly discuss the five concepts listed on the “Reviewing Limited Government”
- Then, explain that despite the fact that the Constitution set up a limited government based on these ideas, some people still worried that the government might end up infringing on people’s individual rights.
- Some people insisted that these rights be included before they would agree to accept the Constitution as a plan for government.
- Therefore, ten amendments were added to the Constitution.
- Write the phrase “Bill of Rights” on an overhead transparency or board.
- Explain that this term refers to the first ten amendments to the Constitution.
- Explain that the Bill of Rights was a further way to limit the power of the federal government and protect people’s rights.
- Place students in pairs and give each pair a copy of the simplified “Bill of Rights” located in the Supplemental Materials.
- Explain that partners should work together to read and interpret the ten amendments of the Bill of Rights.
- Students should describe the meaning of each in their own words on the “In Your Own Words” chart located in the Supplemental Materials.

Lesson 12: Limited the Power of the Government – The Bill of Rights

Objectives: SWBAT explain the difference between limited and unlimited government.

Standards:

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Lesson 12: Suggested Instructional Activities

- Display the simplified version of the Bill of Rights.
- Lead a discussion of amendments 1-8.
- Next, draw students’ attention to amendments 9 and 10. Note that it is often harder for students to understand the 9th and 10th Amendments despite the importance of them. Share the following information regarding these amendments:
- The 9th Amendment means that the people have other rights not specifically listed in the Constitution including life, liberty and the pursuit of happiness described in the Declaration of Independence. This amendment helped to ease the fears of those who were afraid that spelling out specific rights would imply that people only had the rights listed.
- The 10th Amendment was included as a final protection. It stated that the federal government could only do what is listed in the Constitution. This means that all other authority, called reserved powers, belongs to the states or to the people.

- Using a large sheet of drawing paper and have students (in pairs/groups) divide the sheet into four equal sections.
- Explain that pairs should choose four of the amendments from the Bill of Rights, write them in their own words and illustrate them, using one section for each amendment.
- Note that a “Bill of Rights” reference sheet designed to capture the essence of the Bill of Rights has been included in the Supplemental Materials.
- Students may find this sheet useful in creating their four-section poster.
- Give students time to complete their posters and then display them so they can be shared.

Lesson 13: Elected and Appointed Officials

Objectives: SWBAT explain the difference between limited and unlimited government and how officials are appointed.

Standards:

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

Big Ideas:

- Limited Government is when everyone, including people in authority, must obey the laws.
- Unlimited Government is a dictatorship in which there are no effective controls over the powers of the ruler and the ruler cannot be easily removed by peaceful means.
- Elected officials are voted on by the people whom they serve.
- Appointed officials have been chosen to fill that position by one person or a small group of people.

Lesson 13: Suggested Instructional Activities

- Begin the lesson by asking students who is in charge of their home.
- Follow this up with discussion of:
- Who is in charge of the school?
- Who is in charge of the nation?
- Who is in charge of the state?
- Who is in charge of the local community?
- List students’ responses on the board.
- Explain that elected officials are voted on by the people whom they serve
- Explain that appointed officials have been chosen to fill that position by one person or a small group of people.
- Explain that in a Limited Government is when everyone, including people in authority, must obey the laws.
- Explain that an Unlimited Government is a dictatorship in which there are no effective controls over the powers of the ruler and the ruler cannot be easily removed by peaceful means.
- Lead a discussion about how our country would be different under a different type of government.

Lesson 14: Limited Resources

Objectives: SWBAT determine and explain the differences between wants and needs.

Standards:

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Big Ideas:

- Scarcity is the condition of not being able to have all the goods and services one wants.
- A want is a resource desired, but not necessarily needed.
-

Lesson 14: Suggested Instructional Activities

- Have students list the ways in which their families use gasoline, oil, or electricity.
 - Ask students if they are able to use as much of that resource as they want? Why or Why not?
 - What are the consequences of using more than is needed?
- Discuss the term *scarcity* (the condition of not being able to have all the goods and services one wants).
- Scarcity is having unlimited wants, but limited resources.
- Explain to students they will use the following supplies to create a greeting card for a friend/family: White paper, colored paper, pencils, colored pencils, or markers.
- Provide each student with white paper and pencils.
- Tell students there are only a few pieces of colored paper, a few colored pencils/markers, and ten pairs of scissors – not enough for all to have their own, but enough so that each one has access to the materials.
- Have students create their cards and have them share what choices and decisions they had to make because of the limited resources.
- Have students explain the factors involved in the choices they made.
- Was their end product as good as it could have been if they would have had unlimited resources to create it?

Lesson 15: Trade-Offs and Budgets

Objectives: SWBAT explain the differences of savings, debt, and credit.

Standards:

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

Lesson 15: Suggested Instructional Activities

- Introduce the word *trade-offs* and explain a trade-off as the giving up some of one thing to get some of another thing.
- Share the following examples with students:
 - Helen has enough money to purchase three new CDs or two new shirts for school. She can spend it all on CDs, all on shirts, or make a trade-off. She could be two CDs and one shirt. (*Her trade-off is giving up one CD to get one shirt.*)
 - Juan has \$10 to spend. He wants to buy five crazy pencils at \$1.99 each. He decides to buy three crazy pencils and save the remaining money. What is Juan's trade-off?

(He gave up some pencils to have some savings.)

- Introduce the word *budget* (a plan that shows what money comes in and what money goes out).
- Discuss how a budget helps individuals, families and the country determine whether there is enough money to buy what is wanted and/or needed.
- Ask students what any extra money left over is called = savings.
- Savings is what individuals, families, or the country put aside to spend later.
- Provide examples of budgets for students to discuss.

Lesson 16: Economic Decision Making: The Role of Price and Competition

Objectives: SWBAT explain the role of supply and demand and how it effects competition.

Standards:

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

Big Ideas: (Lessons 16)

- Economic decision-making is influenced by the interaction of price, competition, and substitute goods.
- When prices decrease, demand for that good or service increases.
- When prices increase, demand for a good or service decreases and consumers may choose substitute goods or services.
- Competition can lead to a decrease in price.

Lesson 16: Suggested Instructional Activities:

- Review with the terms *scarcity*, *choice* and *opportunity cost* with students.
- Pose the following question: When you make an economic choice about what good to buy, what influences your decision? Give students time to think and then create a class list of their ideas.

Note that possible answers include:

- ☐ The price of the item
- ☐ How other people feel about the item
- ☐ The popularity of the item
- ☐ What other people said about the item
- ☐ Other choices I have besides the item

Discuss how price often affects economic decision making by sharing and discussing the following scenarios:

- ☐ Bob has found two CDs he wants. CD #1 is his first choice, but CD#2 is two dollars cheaper. Which one do you think he will buy? Why?
- ☐ Marion owns a bakery down the street from another bakery. Both bakeries are popular and charge the same price for a dozen cookies. Marion decides to drop the price of her cookies by twenty-five cents a dozen. How might this affect people buying cookies in the neighborhood?
- ☐ Sam has been charging one hundred dollars for a popular electronic toy. He has recently discovered he has some of the last of these items available in the town. How might this affect the price Sam is charging?

Give each student a copy of the “Cause and Effect” organizer located in the Supplemental Materials.

Explain that the price of goods is affected by many different factors as students will learn in this activity.

Use the “Completed Cause and Effect Chart” located in the Supplemental Materials.

Make sure you ask students to predict what should go in each blank before you tell them what to write. Also, make sure to explain these ideas and concepts during the activity:

- ☐ The fact that there were fewer strawberries to sell means the supply of strawberries went down.
- ☐ If stores imported strawberries from other states, the supply of strawberries would go up.
- ☐ If people bought fewer strawberries when the price went up, that means the demand for strawberries went down.
- ☐ When people bought frozen strawberries they were buying a substitute good.
- ☐ When the demand for frozen strawberries increased, the price of frozen strawberries increased.
- Use a current example to discuss the interaction of supply, demand and price. Examples might include a popular cell phone or other electronic device.
- Then, guide students in a summary discussion of these concepts by using these questions:
 - ☐ How might changing seasons affect the supply of and demand for certain goods?
 - ☐ What kinds of events or factors decrease the demand for goods?
 - ☐ What kinds of events or factors increase the demand for goods?
 - ☐ What might businesses do to increase the demand for a good?

Lesson 17: New Jersey Women (Multi-day lesson)

Objectives: SWBAT explain changes in societal attitudes towards the role of women; analyze and evaluate how New Jersey women have contributed to the improvement of society.

Standards:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Lesson 17: Instructional Activities:

**See detailed plan in supplemental materials for spotlighted women, timeline, and award*

Additional Link: [New Jersey Women's History](#)

- Brainstorming activity - Brainstorm women's responsibilities at various times in colonial time, during the American Revolution, after the Civil War during the period of industrial development, and today. Ask "Now that we have an 'information' society and instant communication, how has the role of women changed?"
- Create a graphic organizer - Use Timeline of New Jersey Women Chart to place women on a timeline. Have students draw lines with or without different colors to indicate the overlapping timeframes of the lives of the women listed.
- Critical thinking activity - student may divide into groups and become familiar with one of the ten New Jersey women showcased and then share what they learn with the rest of the class, or the teacher and/or student may read the background to the class and the class may analyze the contributions of the New Jersey women and their time periods. Then discuss:
 - How have New Jersey women contributed to the improvement of society?
 - Why would you consider these women courageous? Can you picture yourself doing what they did? What cause do you feel is worth devoting your time to?
 - How has the role of women changed over time?
- Design and award - Students work individually or in small groups to design a special award that they would give to one of the women, and explain to the class what that woman did in her life to deserve that award.
- Assessment - Students individually write short essays or groups of students work together to orally present an analysis of how one or more New Jersey women had contributed to the improvement of society. Alternatively, students write or orally report on how the role of women has changed over time.

Extension:

- Use materials from the Council for Economic Education's EconEd Link to: understand that people earn income by exchanging their human resources for wages or salaries; explore the education and training requirements for various careers; evaluate the interest in various careers
- The homes of many of New Jersey's celebrated women have been maintained as historic sites and may be visited for additional understanding. Take a field trip to one of the locations listed in the detailed plan.

Unit Plan Title	Unit 3c - Human Geography in the United States
Suggested Time Frame	Approximately 3 weeks (Trimester 3)

Overview/Rationale

In this final mini-unit, students will explore the push and pull factors of migration and immigration to the United States and throughout the United States. Students will spend a day focused on the push and pull of New Jersey. In addition, students will explore the process to become a U.S. Citizen. Students will also begin to explore the reasons and be able to explain why it is important for different cultures to collaborate.

Stage 1- Desired Results

Established Goals:

2020 New Jersey Student Learning Standards for Social Studies

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. 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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. 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.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness, Life Literacies, and Key Skills 2020

9.2.5.CAP.8 Identify risks that individuals and households face.

9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g. 8.2.5ED.2, 1.5.5.CR.1a).

Computer Science and Design Thinking 2020

8.1.5.DA.5 Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Essential Questions:

- What is a push factor of migration/immigration?
- What is a pull factor of migration/immigration?
- What are the push/pull factors for New Jersey?
- How are the divided nations similar and different from the United States?

Enduring Understandings: *Students will understand that...*

- Push factors are reasons why a person would leave an area.
- Pull factors are reasons why a person would go to an area.
- There are push and pull factors to New Jersey.
- There is a process to becoming an U.S. citizen.
- The world is divided into many nations.

Knowledge: *Students will know...*

- A push factor is a reason to leave an area.
- A pull factor is a reason to stay in or migrate to an area.
- The push/pull factors of New Jersey.
- The various ways in which our world is divided.
- The similarities and differences of the United States and other nations.

Skills: *Students will be able to...*

- Explain the push/pull factors throughout the United States.
- Explain the push/pull factors to come to the United States.
- Explain the push/pull factors of New Jersey.
- Describe the similarities and differences of the United States and other nations.

Stage 2- Assessment Evidence

Formative Assessment(s) and Evidence of Learning:

- Informal teacher observations
- Written RACES responses to open-ended questions based on the unit's essential questions
- Classwork

Summative Assessment(s) and Performance Task(s):

- Push/pull factors of migration.
- Push/pull factors of immigration.
- Ellis Island Journal Entry.
- How is the world divided and how do we collaborate?

Teacher Resources

Resource Folder:

<https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QD?usp=sharing>

- <https://www.nps.gov/elis/learn/index.htm>
- <https://www.statueofliberty.org/ellis-island/>
- <http://teacher.scholastic.com/activities/immigration/index.htm>

Stage 3- Learning Plan

Lesson Sequence:

- Lesson 1 Migrating throughout the United States
- Lesson 2 Immigration and Migration in New Jersey
- Lesson 3 The Process of Immigration
- Lesson 4 Comparing and Contrasting the Nations of Our World
- Lesson 5 The Importance of Collaborating with Different Cultures
- Lesson 6 Post-Assessment

Note: Lessons adapted from

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1040&CurriculumMapID=111&YearID=2023&SourceSiteID=>

All needed documents are located in the Resources Folder.

Lesson 1: Push and Pull Factors – Migrating throughout the United States

Objectives: SWBAT explain the push and pull factors that cause migration throughout the United States.

Standards:

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

Big Ideas:

- Both geographers and historians have studied how and why people have immigrated to the United States.
- Push factors such as a lack of freedom, a shortage of jobs, war, famine, or high cost of living caused people to leave their home countries.
- Pull factors such as economic opportunities, freedom, family, or culture of the region encouraged people to immigrate to the United States.
- Not everybody freely chose to immigrate to the United States. Under the system of slavery, Africans were forced to immigrate.

Lesson 1-Suggested Instructional Activities:

- Remind students that “movement” is one of the important themes of geography.
- Explain that movement provides an example of where history and geography are connected.
- Explain that both historians and geographers study how and why people have moved within the United States as well as to the United States from other places.
- Explain that geographers and historians talk about push and pull factors when they study movement of people. This means that some push people out of places. For example, a shortage of good farmland in New England can be viewed as a push factor resulting in people leaving New England.
- Historians also investigate why people come to a particular place.
- The reasons that act as a magnet to pull people to a particular location are called pull factors. For example, good farmland acted as a magnet to pull people to Michigan in the early 1800s.
- Introduce the book *Dandelions* by Eve Bunting or a similar book describing the movement of pioneers westward to the class.

- Note that this book describes a pioneer family with two young girls moving from Illinois to Nebraska by wagon. They encounter challenges such as starting all over in a new place, having to clear land, having to start a farm, being far from home, etc.
- Explain that as you read the book, students should look for answers to the following historical questions:
 - ☐ Who was migrating, or moving, in the book?
 - ☐ From where were they leaving?
 - ☐ To where were they moving?
 - ☐ When were they moving?
 - ☐ Why were they moving?
 - ☐ What push factors were described?
 - ☐ What pull factors were described?
- Have students discuss push and pull factors for people to migrate to or from New Jersey.

Lesson 2: Push and Pull Factors – Immigration and Migration in New Jersey

Objectives: SWBAT explain the push and pull factors that cause migration to New Jersey

Standards:

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

Lesson 2 -Suggested Instructional Activities:

- Remind students of the push and pull factors discussed for why people migrate throughout the United States.
- Ask students to think of some examples of the immigration of people to New Jersey from what they've learned this year about New Jersey's history and list them on the board.
- Have students research reasons people would move to the New Jersey/East Coast.
- Remind students that they are being geographers and they should be looking for the push/pull factors.
 - ☐ Some things pull immigrants to a new area.
 - ☐ Some things push people out of places.
- Have students complete a Push/Pull Activity and discuss whether their factors are valid reasons to move.

Lesson 3: The Process of Immigration

Unit of Study: Immigration and Industrialization/Westward Movement

Objectives: SWBAT explain the push and pull factors that cause migration throughout the United States.

Standards:

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

Lesson 3 -Suggested Instructional Activities

- Show students a photograph of Ellis Island.
<https://www.nps.gov/elis/learn/index.htm>
<https://www.statueofliberty.org/ellis-island/>
<http://teacher.scholastic.com/activities/immigration/index.htm>
- Explain that many European immigrants entered the U.S. through Ellis Island between the years 1892-1924.
- Explain that photographs of these immigrants can be a useful tool for learning about immigration.
- Have students work in pairs and by looking at the photographs, write some possible conclusions about immigration in the early 1900s based on what they see.
- Possible conclusions:
 - ☐ People sometimes came with families and sometimes came alone.
 - ☐ People brought very little with them.
 - ☐ People wore numbers to identify them.
 - ☐ People brought things like instruments with them.
- Have students then research push and pull factors for immigrants to come to the United States and the process in which they endured.

Lesson 4: Comparing and Contrasting the Nations of Our World.

Objectives: SWBAT the similarities and differences of the other nations to the United States.

Standards:

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

Lesson 4 - Suggested Instructional Activities:

- Explain that the world is comprised of nations that are similar to and different from the United States.
- Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- Have students research the various ways our world is divided.
- Have students make a four square poster separated by government, language, custom, and laws. Students should compare/contrast these nations to the United States.
- Have students share and lead discussion of their findings.

Lesson 5: The Importance of Collaborating with Different Cultures

Objectives: SWBAT explain the different cultural perspectives and why it is important for cultures to work together.

Standards:

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Lesson 5 - Suggested Instructional Activities:

- Revisit the compare and contrasting of the nations as was found in Lesson 5.
- Introduce the idea that in an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- Have students research and explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- Discuss the findings and lead a discussion of the importance of this collaboration.

Lesson 6: Post-Assessment

Objectives: SWBAT explain the push and pull factors that cause migration throughout the United States or recap the life of an immigrant.

Standards:

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Lesson 6 - Suggested Instructional Activities:

- Have students write a paragraph/journal entry summarizing what they have learned about migration throughout the United States including examples of push and pull factors.
- Have students write a paragraph/journal entry summarizing what they have learned about immigration to the United States including examples of push and pull factors.
- Have students write a journal entry through the point of view as a young child at Ellis Island, be sure to include facts and conclusions of what was expected during immigration.
- Have students explain the different ways our world is divided and write a paragraph about the importance of collaboration.

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

****Consider the accommodations and modifications for each lesson as needed.***

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor

- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team:
<http://www.adlit.org/strategies/22371/>.

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