



**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 4**

**Regional Study of North America**

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Give examples of <i>limited and unlimited resources</i> and explain how <i>scarcity</i> compels people and communities to make choices about goods and services, giving up some things to get other things. (E)</p> <p>Give examples of how the interaction of <i>buyers and sellers</i> influences the prices of goods and services in markets. (E)</p> <p><b>RELATED WEBSITES:</b>  <a href="http://50states.com">50states.com</a>  <a href="http://Edu4kids.com/states/">Edu4kids.com/states/</a>  <i>World Factbook: United States</i>  <a href="http://members.aol.com/MrDonnHistory/States.html">http://members.aol.com/MrDonnHistory/States.html</a>  <a href="http://www.enchantedlearning.com/geography/namer/">http://www.enchantedlearning.com/geography/namer/</a>  <a href="http://projects.edtech.sandi.net/brooklyn/america/#Introduction">http://projects.edtech.sandi.net/brooklyn/america/#Introduction</a>  <a href="http://www.ih.k12.oh.us/estech/regions_wbquest/">http://www.ih.k12.oh.us/estech/regions_wbquest/</a>  <a href="http://www.factmonster.com/states.html">http://www.factmonster.com/states.html</a>  <a href="http://tapestry.usgs.gov/">http://tapestry.usgs.gov/</a>  <a href="http://projects.edtech.sandi.net/king/places5th/">http://projects.edtech.sandi.net/king/places5th/</a>  <a href="http://memory.loc.gov/ammem/ndlpedu/lesons/99/westnew/index.html">http://memory.loc.gov/ammem/ndlpedu/lesons/99/westnew/index.html</a>  <a href="http://memory.loc.gov/ammem/ndlpedu/lesons/01/tinker/index.html">http://memory.loc.gov/ammem/ndlpedu/lesons/01/tinker/index.html</a>  <a href="http://memory.loc.gov/ammem/ndlpedu/features/index.html">http://memory.loc.gov/ammem/ndlpedu/features/index.html</a></p>	<p><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p><b>4.7</b> Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)</p> <p><b>4.8</b> Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <p>A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Nipmuc, Sioux, Hawaiians, and Inuits).</p> <p>B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20<sup>th</sup> century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.</p> <p>C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19<sup>th</sup> and 20<sup>th</sup> centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)</p>	<p><b>SUGGESTED ASSESSMENT STRATEGIES/ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>4.8 Create a collage that reflects the diversity of American people.</i></p> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><i>Complete Set: Regional Social Studies</i> by SS School Service</p> <p><i>Geography of the US/5 Themes</i></p> <p><i>Best Books for Teaching US Regions</i></p> <p><i>Regions of the US bulletin board set</i></p> <p><i>The Kid's Book of 50 Great States</i></p> <p><i>Famous US Landmarks and Locales Bulletin Board</i></p>
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\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.24-25-26

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<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Province</p> <p>Apply five themes of geography (<b>location, Place, Human Interaction with Environment and Regions</b>) to study of Canada</p> <p>Apply 5 themes of geography to study of Mexico.</p> <p><b>RELATED WEBSITES:</b>  <a href="http://www.odci.gov/cia/publications/factbook/geos/ca.html">http://www.odci.gov/cia/publications/factbook/geos/ca.html</a>  <a href="http://www.odci.gov/cia/publications/factbook/geos/mx.html">http://www.odci.gov/cia/publications/factbook/geos/mx.html</a>  <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Geography/GGR0045.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Geography/GGR0045.html</a>  <a href="http://www.cln.org/subjects/can-geog_cur.html">http://www.cln.org/subjects/can-geog_cur.html</a>  <a href="http://www.pullmankids.com/geo/can/can.html">http://www.pullmankids.com/geo/can/can.html</a>  <a href="http://school.discovery.com/lessonplans/programs/geo_mexico/">http://school.discovery.com/lessonplans/programs/geo_mexico/</a>  <a href="http://gbgm-umc.org/missionstudies/mexico_children/geography.html">http://gbgm-umc.org/missionstudies/mexico_children/geography.html</a></p>	<p style="text-align: center;"><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p><b>Canada</b></p> <p><b>4.9</b> On a map of North America, locate Canada, its provinces, and major cities. (G)</p> <p><b>4.10</b> Describe the climate, major physical characteristics, and major natural resources of Canada. (G, E)</p> <p><b>4.11</b> Describe the major ethnic and religious groups of modern Canada. Identify the major language groups in Canada, their geographic location, and the relations among them. (G, H, C, E)</p> <p><b>4.12</b> Identify when Canada became an independent nation and explain how independence was achieved. (H, G)</p> <p><b>4.13</b> Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G) “optional with time”</p> <p><b>Mexico</b></p> <p><b>4.14</b> On a map of North America, locate Mexico and its major cities. (G)</p> <p><b>4.15</b> Describe the climate, major physical characteristics, and major natural resources of Mexico.(G)</p> <p><b>4.16</b> Identify the language, major religion, and peoples of Mexico and the Aztecs. (H)</p> <p><b>4.17</b> Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)</p>	<p><b>SUGGESTED ASSESSMENT STRATEGIES/ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Report on our North American neighbors in the FAQ style.</i></p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <table border="0"> <tr> <td>Map/Atlas Analysis Activities</td> <td>Group</td> </tr> <tr> <td>Problem Solving Initiatives</td> <td>Role Play</td> </tr> <tr> <td>Art/Music integrations</td> <td>Simulation</td> </tr> <tr> <td>Read and analyze stories</td> <td>Reports</td> </tr> <tr> <td>Interdisciplinary Activities</td> <td>Plays</td> </tr> <tr> <td>Oral presentations/multimedia projects</td> <td></td> </tr> </table> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><u>Nystrom Junior Geographer Atlas</u></p> <p><u>America’s Monuments by Lynne Stone</u></p> <p><u>If Your Name was Changed at Ellis Island by Ellen Levine</u></p> <p><u>Wow, Canada! Exploring this Land from Coast to Coast by Vivian Bowers:</u></p> <p><u>True Book of Canada by Elaine Landau</u></p>	Map/Atlas Analysis Activities	Group	Problem Solving Initiatives	Role Play	Art/Music integrations	Simulation	Read and analyze stories	Reports	Interdisciplinary Activities	Plays	Oral presentations/multimedia projects	
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<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Apply 5 themes of geography to study of China.</p> <p><b>RELATED WEBSITES:</b> <a href="http://www.chinapage.com">http://www.chinapage.com</a></p> <p>marcopolo has the following sites: <u><a href="#">China: Ancient Arts and Sciences</a></u> <u><a href="#">Traces of Ideas: Communicating Through Writing and Technology</a></u> <u><a href="#">China (Political Map)</a></u> <u><a href="#">The World Fact Book: China</a></u> <u><a href="#">The China Collection</a></u> <u><a href="#">Creating Characters</a></u> <u><a href="#">Chinese Calligraphy</a></u></p>	<p><b><u>Optional Standards for Ancient China, c. 3000-200 BC/BCE</u></b></p> <p style="text-align: center;"><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p>4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)</p> <p>4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)</p> <p>4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)</p> <p>4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)</p> <p>4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)</p> <p>4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)</p>	<p><b>SUGGESTED ASSESSMENT STRATEGIES/ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Preparing a travel brochure relating important reasons for visiting China.</i></p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <table style="width: 100%; border: none;"> <tr> <td>Map/Atlas Analysis</td> <td>Group</td> </tr> <tr> <td>Activities</td> <td></td> </tr> <tr> <td>Problem Solving Initiatives</td> <td>Role Play</td> </tr> <tr> <td>Art/Music integrations</td> <td>Simulation</td> </tr> <tr> <td>Read and analyze stories</td> <td>Reports</td> </tr> <tr> <td>Interdisciplinary Activities</td> <td>Plays</td> </tr> <tr> <td>Oral presentations/multimedia projects</td> <td></td> </tr> </table> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><u><a href="#">The Ancient Chinese</a></u> by Jane Shuter</p> <p><u><a href="#">Ancient China</a></u> by Robert Nicholson and Claire Watts</p> <p><u><a href="#">Ancient China Treasure Chest</a></u> DEMCO passports</p>	Map/Atlas Analysis	Group	Activities		Problem Solving Initiatives	Role Play	Art/Music integrations	Simulation	Read and analyze stories	Reports	Interdisciplinary Activities	Plays	Oral presentations/multimedia projects	
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