

Lesson Sequence - GIANTS.4th.Unit 1

Unit 1, Part A: Foundations

Version: August, 2020 (CG added suggestions.)

This is the 1st unit for 4th Grade. [Link to overview of units that follow.](#) - 7.20.2020

Compelling Question: How are the social studies disciplines important for studying how and why people live the way they do?

Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>Is there a need for government?</i>	<i>What are compelling and supporting questions?</i>	<i>What are social scientists and what do they do?</i>

<u>Content Expectations Addressed:</u>	4 – C1.0.2 - Describe the <u>purposes of government</u> as identified in the Preamble of the United States Constitution. 4 – C5 .0 .3 - Describe ways citizens can work together to promote the values and principles of American democracy. 4 – C1.0.1 - Identify questions political scientists ask in examining the United States. (e.g., What does government do? What are the roles of the citizen in American democracy?) 4 – H3.0.1 - Use <u>historical inquiry</u> questions to investigate the development of Michigan's major economic activities from statehood to present. (e.g., What happened? When? Who was involved? What is its significance?) 4 – G1.0.1 - Identify <u>questions geographers ask</u> in examining the United States (e.g., Where it is? What is it like there? Why is it there? How is it connected to other places?) 4 – E1.0.1 - Identify a good or service produced in the United States and apply the three <u>economic questions</u> all economies must address.
<u>Learning Targets:</u>	• I explain how a democracy relies on people's responsible participation, and draw conclusions for how citizens should participate. • I explain how groups of people make rules to create responsibilities and protect freedoms. • I apply civic virtues and democratic principles in school settings. • I compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. • I explain why compelling questions are important to others (e.g., peers, adults).

	• I explain how supporting questions help answer compelling questions in an inquiry. • I identify and use questions that historians ask. • I identify and use questions that geographers ask. • I identify and use questions that political scientists ask. • I identify and use questions that economists ask.
<u>Vocabulary Resources</u> Vocabulary for Unit 1A Activities & Procedures	Vocabulary cards are available in two versions: Printable cards and digital Quizlet <u>Unit 1 (Part A; Foundations) Printable Vocabulary Cards</u> This link allows you to print the vocabulary cards on cardstock to play Quiz, Quiz, Trade (see below). When printing, do not print cards back to back. <u>Unit 1 (Part A; Foundations) Vocabulary Quizlet</u> There are several interactive vocabulary activities on the Quizlet sites for students to use. Activities may be used throughout the unit to build vocabulary and gain a deeper understanding of the content. <u>Vocabulary Graffiti Template</u> Use a large piece of construction paper or small chart paper for each vocabulary word. Write the word in the center of the paper so that it is large enough to see. Place posters around the room and have students rotate to each poster with a crayon, colored pencil, or marker following the template model. Student Examples: <u>Vocabulary Graffiti Examples</u> <u>Quiz, Quiz, Trade Vocabulary Activity</u> (used with vocabulary cards linked above) <u>Tour of the States Song Link for Quiz, Quiz, Trade</u>

Technology Resources for Teachers	Links for Resources
In a time of cautions during the Covid-19 pandemic, teachers may use <u>digital resources</u> to aid social distancing or to decrease sharing of paper. Here are several resources: Google Classroom: Teachers may place <u>a copy of an activity</u> into Google Classroom (e.g., a presentation slide that students may write on) or may use a Google Form (e.g., a short quiz). Digital notebook: Here is a link to an example of a digital notebook for GIANTS Grade 4 Social Studies (Unit 1A). Students may practice using this in class so they are able to use it at home. Teachers MUST <u>make a copy for each student</u> (when they assign in Google Classroom). Students will insert a text box on each page in order to respond.	<u>Google classroom</u> <u>Social Studies Digital Notebook</u>

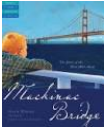
Stormboard is a digital resource that allows students to share a digital post-it note. See the link at right for guidance.	Stormboard technology resource
Canva Creator is a digital tool for creating posters. See the links at right.	Canva Creator

Step	Instructions	Resources
Step 1 2-4 class periods <u>Estimated Day</u> <u>Day 1</u>	<u>Supporting Question 1:</u> <u>Is there a need for government?</u> 4 – C1.0.2 - Describe the <u>purposes of government</u> as identified in the Preamble of the United States Constitution. 4 – C5 .0 .3 - Describe ways <u>citizens can work together</u> to promote the values and principles of American democracy. We will use three short presentations/activities to introduce <u>why</u> rules and government are important. <u>Wondering Why (Soccer Team Example)</u> We begin by leading students to ask “Why” and to describe <u>purposes</u>. We focus on the purposes of <u>individuals</u> and the purposes of <u>teams</u> when we use an example of a soccer team. Individuals join a team, but teamwork focuses on shared goals and the “Common Good.” -- Use the short “Why-Soccer team” Presentation to discuss <u>individual</u> purposes and <u>shared/team</u> purposes with the goal of working together for the “Common good.” -- Optional: Teachers may share a copy of the slide in the “Why-Soccer team” Activity so students can collaborate by posting/writing their ideas on the slide. <u>Wondering Why (Getting an education)</u> -- Use the short “Why-Get education” Presentation to ask: <i>Why do you want to come to school and get an education?</i> -- Teachers may use the Activity and project the question onto a white board or may share it in Google Classroom. Students may respond in different ways: Students may record answers on a sticky note which they place on a class poster. In a virtual learning option, Students may Record answers by writing in their Digital Notebook, on a Google Classroom document, or on Stormboard. <u>Wondering Why (Classroom rules)</u> -- Use the “Why-Classroom rules” Presentation to discuss why rules are important. The presentation steps through examples of rules. Why do we have classroom rules?	<i>Revisions were done on Aug. 8-12, 2020.</i> Why-Soccer team Present Why-Soccer team Activity Why-Get education Present Why-Get education Activity Why-Classroom Rules Present

	The purpose of rules is to do what is helpful for <u>many</u> students and to work for the “Common Good.” -- As an option, teachers may use the “Why-Classroom rules” Activity and project the question onto a white board or may share it in Google Classroom. Students may record answers by writing in their Digital Notebook, on a Google Classroom document, or on Stormboard. Optional discussion of WHY: An earlier version of the lesson guide (2019) used a Ted Talk Youtube video (Simon Sinek) to encourage discussion of purposes. <i>(Stop at 11 min. mark)</i>	Why-Classroom Rules Activity Sinek Ted Talk re Why
Step 1 <u>continued</u> Estimated Day Day 2	<u>Setting up a classroom constitution</u> (rules for a classroom) Setting up a classroom constitution prepares students for Unit 1B which comes later. In Unit 1B, we will take a closer look at our U.S. Constitution. It has rules that protect individual rights but also protect “the Common Good.” Likewise, in a classroom, there are rules that limit what individuals can do so that <u>all</u> students have an opportunity to learn. <u>Pains and Gains: How can classroom rules help us?</u> The “Pains & Gains Discussion Steps” document for teachers lays out the steps for a discussion that will lead the class to writing a Classroom Constitution. Students discuss Pains, then Gains, and finally Solutions and Rules that will reduce Pains and promote Gains. <i>(Activity was adapted from “Future Prep’d.”)</i> “Pains & Gains” Presentation and Activity -- Teachers may use the Presentation about Pains and Gains to guide the discussion steps: Pains, Gains, Classroom Rules. -- Use the Activity about Pains and Gains as a way to supply forms that students may write on (e.g., paper recording sheets) or as a digital form to write on. (Use Stormboard as a digital option.) Note: Stormboard is a great digital resource where students can create and manipulate “post-its.” Feel free to make an account at no cost and give it a try! :) The last slides of the Presentation and Activity <u>look beyond the classroom</u>. They ask about the need for government and rules in communities, states, and the nation. 1. Do any of the common themes that you discovered apply beyond the classroom? <i>(One example could be <u>safety</u>.)</i> 2. Which common theme do you feel is most vital and Why?	<i>Revisions were done on Aug. 9, 2020.</i> NOTE: Please, download documents prior to printing, as formatting will be affected. Pains&Gains Discussion Steps for Teachers Pains&Gains Present Pains&Gains Activity Option: Stormboard Pains & Gains

<u>Day 3</u>	<u>Play the “Constitution Rap” for students</u> This rap provides an overview of the U.S. Constitution. After watching/hearing the video, ask students: How do you think the Constitution supports all Americans. (We will examine the U.S. Constitution more thoroughly in U1B.) <u>Read pages 96-97 of MI OPEN BOOK - United States Studies.</u> (Small portion of Chapter 3: “How Does the United States Government Work For You?”) Page 96 has a story about a king. Page 97 has a Stop and Think activity - there are pages in the digital notebook for responses to this. Have a whole class discussion about the ideas from the story and the activity. Also, be sure to discuss the need for a constitution.	Constitution Rap Mi Open Book
<u>Step 2</u> 1-2 class periods <u>Estimated Day</u> <u>Day 4</u>	<u>Supporting Question 2:</u> <u>What are compelling and supporting questions?</u> In previous steps, we focused on asking “<u>Why</u>.” In this step, we focus on “<u>compelling questions</u>.” <u>Compelling questions</u> are debatable and have more than one answer. People are curious about them and keep trying to answer. This curriculum is based on compelling and supporting questions that focus on content standards. Learning to use <u>questioning skills</u> will help students in all subject areas, not only in Social Studies. <i>These questioning skills are beneficial to use throughout the year.</i> <u>Compelling and Supporting Questions</u> -- Presentation: Use the Presentation “Compelling-Supporting Questions” slides to analyze these two types of questions in a student-friendly way. -- Activity: Next, use the “Questions Activity” to review and reflect. -- Summaries for Teachers: The document for teachers has links to outlines and discussions about Compelling and Supporting Questions. -- Puzzle - Practice asking a compelling question: The “Puzzle” Presentation gives students several supporting questions and then asks them to figure out what the compelling question might be. Ask students, “Can you then identify a <u>compelling question</u> that serves as the “<u>big tent idea</u>”?” There is a short Activity to review <u>compelling questions</u>.	Compelling and Supporting Questions Presentation Questions Activity Teachers-Compelling & Supporting Questions Puzzle-Construct Compelling Question Present Puzzle-Compelling Question Activity

	The Presentation has an answer key with one suggested answer. It also has a blank template to develop your own supporting and compelling questions if you choose. -- This Presentation provides answers to the Quiz about Compelling Questions so that it can be discussed with students.	Quiz as Presentation
Step 3 2-3 class periods Estimated Day Day 5	Supporting Question 3: What are Social Scientists and what do they do? 4– H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (what, when, who, who and why) 4 – G1.0.1 Identify questions geographers ask in examining the United States (where, what conditions, how connected) 4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? Who gets what is produced?) 4 - C1.0.1 Identify questions political scientists ask in examining the United States? • Emphasize that Social Scientists ask questions about the world through four different viewpoints/lenses. • Discuss how people have different viewpoints based on their life experiences and backgrounds. • Think about the importance of acknowledging others’ viewpoints to gain empathy. Presentation and Activity about Social Scientists: --Show the Presentation about four types of Social Scientists. It points out how their viewpoints and questions differ. --Show the Review Task. It is an activity that students do after the presentation to contrast how Social Scientists ask questions. Answers for the Review Task are in a separate presentation. --Students illustrate each type of Social Scientist by adding pictures and words to the “glasses” slide of each Social Scientist. Students may also do this “glasses” activity <u>digitally</u> in their “Social Studies Digital Notebook” by inserting images and text to describe each type of Social Scientist. Investigation about Social Scientists: Please see both the document for teachers that describes Steps and the Presentation in which slides guide students through steps. -- A document for <u>teachers</u> describes 5 steps for doing the investigation.	NOTE: Please, download the documents prior to printing, as formatting will be affected. Social Scientists Presentation Social Scientists Review Task Task Answers Social Scientists-Glasses Activity See the <i>Digital Notebook</i>

<u>Estimated Day</u> <u>Day 6</u>	-- A Presentation leads students through the investigation. Teachers use the Presentation to pose the question: If a person is thinking about moving to _____ <i>(e.g., where your school is),</i> what <u>questions</u> might he/she have about that place? The Presentation leads the class through steps: - Students prepare their questions. - Students decide which questions are similar and put their questions into categories. - Students suggest what each Social Scientist would ask if he/she considered moving to a new place. <u>Use an Empathy Map to Compare Social Scientists</u> -- A “Steps” document for Teachers describes 5 steps for doing the Empathy Map. -- The Presentation is <i>student-friendly</i> and leads students through working on the Empathy Map. Important links are included in <u>both resources</u> in the right column. Both resources are <i>student-friendly</i> guides to the steps for creating an Empathy Map about a Social Scientist. Major steps: 1. <u>Take the role of a Social Scientist.</u> (historian, geographer, political scientist, economist). 2. <u>Read</u> about the Mackinac Bridge Walk in the article OPTIONAL - Read aloud from <u>Mackinac Bridge</u> by Gloria Whelan. <u>Think</u> about closing the bridge for the walk. 3. <u>Review background about Social Scientists:</u> Students may view the “<u>Social Scientists Posters</u>” or “<u>Four Social Scientists</u>.” Teachers may provide a physical copy of <u>Social Scientists Thinking Skills PDF</u>. 4. <u>Give directions for what goes onto the chart paper.</u> (drawing of Social Scientist in center, sections about thinking, feeling, etc. around outside). Links to student examples show completed Empathy Maps. 5. <u>Students present their Empathy Maps.</u> They may display their chart paper if they are in a classroom or put a photo of their individual paper into the Social Studies Digital Notebook.	Investigate Social Scientists_Steps Investigate Social Scientists_Present Social Scientists-Empathy Map_Steps Social Scientists-Empathy Map_Present Mackinac Bridge Walk Labor Day Article Mackinac Bridge by Gloria Whelan  Student-Empathy Map Steps
---	--	--

Literacy Connections

Reading Connections:

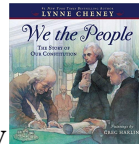
Shh! We're Writing the Constitution by Jean Fritz



Who Was series ...The Wright Brothers, Ben Franklin, George Washington, Thomas Jefferson, Alexander Hamilton



We the People, the Story of our Constitution - by Lynne Cheney



Mackinac Bridge by Gloria Whelan



Writing Connections:

***Explain what life would be like without rules. (Opinion Piece)**

- Choose one law/rule that is vital to our society and have students discuss what life would be like if we didn't have that particular law/rule.
- Students should discuss and describe what this might look like at the classroom, school, community, state, and national level.

* Why do you think the Constitutional Convention was recorded through paintings?

[Image of U.S. Constitution Signing](#) ?-- Make a document that steps through the task.

* Why might one country have different rules than another country?

* Choose one type of Social Scientist, and write a report about what that scientist would discover when

studying your community.

* Explain how one Social Scientist's findings could be different from one community to another community.

Sources

- Project-based learning protocols from “future PREP’d” (Ottawa Area Intermediate School District).