# 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

<u>Compelling Question</u>: 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
Is there a need for government?	What are compelling and supporting questions?	What are social scientists and what do they do?

Content Expectations Addressed:	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.
Learning Targets:	<ul> <li>I explain how a democracy relies on people's responsible participation, and draw conclusions for how citizens should participate.</li> <li>I explain how groups of people make rules to create responsibilities and protect freedoms.</li> <li>I apply civic virtues and democratic principles in school settings.</li> <li>I compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</li> <li>I explain why compelling questions are important to others (e.g., peers, adults).</li> </ul>

	<ul> <li>I explain how supporting questions help answer compelling questions in an inquiry.</li> <li>I identify and use questions that historians ask.</li> <li>I identify and use questions that geographers ask.</li> <li>I identify and use questions that political scientists ask.</li> <li>I identify and use questions that economists ask.</li> </ul>
Vocabulary	Vocabulary cards are available in two versions:
Resources	Printable cards and digital Quizlet
	Unit 1 (Part A; Foundations) Printable Vocabulary Cards
Vocabulary for	This link allows you to print the vocabulary cards on cardstock to play Quiz, Quiz, Trade (see
Unit 1A	below). When printing, do not print cards back to back.
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	<u>Unit 1 (Part A; Foundations) Vocabulary Quizlet</u> There are several interactive vocabulary activities on the Quizlet sites for students to use.
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	Activities may be used throughout the unit to build vocabulary
	and gain a deeper understanding of the content.
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Procedures	Vocabulary Graffiti Template
	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>
	Quiz, Quiz, Trade Vocabulary Activity ( used with vocabulary cards linked above)
	Tour of the States Song Link for Quiz, Quiz, Trade

Technology Resources for Teachers	Links for Resources
In a time of cautions during the Covid-19 pandemic, teachers may use <u>digital</u> <u>resources</u> to aid social distancing or to decrease sharing of paper. Here are several resources:	Google classroom
<b>Google Classroom:</b> Teachers may place <u>a copy of an activity</u> into <b>Google Classroom</b> (e.g., a presentation slide that students may write on) or may use a Google Form (e.g., a short quiz).	
<b>Digital notebook</b> : 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.	Social Studies Digital Notebook

**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  Estimated Day  Day 1	Supporting Question 1:  Is there a need for government?  4 - C1.0.2 - Describe the purposes of government 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.  We will use three short presentations/activities to introduce why rules and government are important.  Wondering Why (Soccer Team Example)  We begin by leading students to ask "Why" and to describe purposes. We focus on the purposes of individuals and the purposes of teams when we use an example of a soccer team. Individuals join a team, but teamwork focuses on shared goals and the "Common Good."	Revisions were done on Aug. 8-12, 2020.
	<ul> <li>Use the short "Why-Soccer team" Presentation to discuss individual purposes and shared/team purposes with the goal of working together for the "Common good."</li> <li>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.</li> </ul>	Why-Soccer team Present  Why-Soccer team Activity
	<ul> <li>Wondering Why (Getting an education)</li> <li>Use the short "Why-Get education" Presentation to ask:</li></ul>	Why-Get education Present  Why-Get education Activity
	Wondering Why (Classroom rules) 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?	Why-Classroom Rules Present

The purpose of rules is to do what is helpful for many 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 heard or	Why-Classroom Rules Activity
may share it in Google Classroom. Students may record answers by writing in their Digital Notebook, on a Google Classroom document, or on Stormboard.	
<b>Optional discussion of WHY:</b> An earlier version of the lesson guide (2019) used a Ted Talk Youtube video (Simon Sinek) to encourage discussion of purposes. (Stop at 11 min. mark)	Sinek Ted Talk re Why
Setting up a classroom constitution	Revisions were done
(rules for a classroom)	on Aug. 9,2020.
	NOTE:
	Please, download
rules that protect individual rights but also protect "the Common	documents prior to printing, as formatting
Good." Likewise, in a classroom, there are rules that limit what	will be affected.
individuals can do so that <u>all</u> students have an opportunity to learn.	
Dains and Cainst Haw on alasswoom sules help us?	
_	Pains&Gains
lays out the steps for a discussion that will lead the class to writing a	<u>Discussion Steps</u> for Teachers
Classroom Constitution. Students discuss <b>Pains</b> , then <b>Gains</b> , and	<u></u>
	Pains&Gains Present
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Use the <b>Activity</b> about Pains and Gains as a way to supply forms	Pains&Gains Activity
that students may write on (e.g., paper recording sheets) or	
as a digital form to write on. (Use Stormboard as a digital option.)	
<u>Note:</u> 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! :)	Option: Stormboard Pains & Gains
The last slides of the Presentation and Activity look beyond the classroom: 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? (One example could be safety.)  2. Which common theme do you feel is most vital and Why?	
	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. (Stop at 11 min. mark)  Setting up a classroom constitution  (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 all students have an opportunity to learn.  Pains and Gains: How can classroom rules help us? 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. (Activity was adapted from "Future Prep'd.")  "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 look beyond the classroom: 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? (One exampl

Day 3	Play the "Constitution Rap" for students  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.)  Read pages 96-97 of MI OPEN BOOK - United States Studies.  (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
Step 2	<b>Supporting Question 2:</b>	
1-2 class	What are compelling and supporting questions?	
periods		
	In previous steps, we focused on asking "Why."	
	In this step, we focus on "compelling questions."	
	Compelling questions 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 questioning skills	
	will help students in all subject areas, not only in Social Studies.	
	These questioning skills are beneficial to use throughout the year.	
<b>Estimated</b>		
<u>Day</u>	Compelling and Supporting Questions	Compelling and
	Presentation: Use the Presentation "Compelling-Supporting	Supporting Questions
<u>Day 4</u>	Questions" slides to analyze these two types of questions in a student-friendly way.	Presentation
	<b>Activity:</b> Next, use the "Questions Activity" to review and reflect.	Overetiene Aetivites
	Activity: West, use the Questions Activity to review and renect.	Questions Activity
	Summaries for Teachers: The document for teachers	Teachers-Compelling &
	has links to outlines and discussions about Compelling and	Supporting Questions
	Supporting Questions.	
	Puzzle - Practice asking a compelling question:	Puzzle-Construct
	The "Puzzle" <b>Presentation</b> gives students several supporting	Compelling Question
	questions and then asks them to figure out what the compelling	<u>Present</u>
	question might be. Ask students, "Can you then identify a <u>compelling</u> question that serves as the "big tent idea"?	
	question that serves as the <u>big tent idea</u> ?	Durale Comment
	There is a short <b>Activity</b> to review <u>compelling questions</u> .	Puzzle-Compelling Question Activity
		Guestion Activity
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	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 <b>Presentation</b> 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	<ul> <li>Supporting Question 3: What are Social Scientists and what do they do?</li> <li>4- H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (what, when, who, who and why)</li> <li>4- G1.0.1 Identify questions geographers ask in examining the United States (where, what conditions, how connected)</li> <li>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?)</li> <li>4- C1.0.1 Identify questions political scientists ask in examining the United States?</li> <li>Emphasize that Social Scientists ask questions about the world through four different viewpoints/lenses.</li> <li>Discuss how people have different viewpoints based on their life experiences and backgrounds.</li> <li>Think about the importance of acknowledging others' viewpoints to gain empathy.</li> </ul>	NOTE: Please, download the documents prior to printing, as formatting will be affected.
Estimated Day Day 5	Presentation and Activity about Social Scientists:Show the Presentation about four types of Social Scientists. It points out how their viewpoints and questions differ.	Social Scientists Presentation
<u>buy o</u>	Show the <b>Review Task.</b> 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.	Social Scientists Review Task  Task Answers
	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.	Social Scientists- Glasses Activity
	Investigation about Social Scientists:  Please see both the document for teachers that describes Steps and the Presentation in which slides guide students through steps.	See the Digital Notebook
	A document for <u>teachers</u> describes 5 steps for doing the investigation.	

#### -- A Presentation leads students through the investigation.

Teachers use the Presentation to pose the question:

If a person is thinking about moving to \_\_\_\_\_

(e.g., where your school is),

what questions 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.

Investigate Social Scientists Steps

Investigate Social
Scientists Present

# Estimated Day

# <u>Day 6</u>

## Use an Empathy Map to Compare Social Scientists

- -- A "Steps" document for Teachers describes 5 steps for doing the Empathy Map.
- -- The Presentation is <u>student-friendly</u> 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 *student-friendly* 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. Think 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. Give directions for what goes onto the chart paper.

  (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.

Social Scientists-Empathy Map\_Steps

Social Scientists-Empathy Map\_Present

Mackinac Bridge Walk Labor Day Article

<u>Mackinac Bridge</u> by Gloria Whelan



Student-Empathy Map Steps

# **Literacy Connections**

#### **Reading Connections:**



Shh! We're Writing the Constitution by Jean Fritz

<u>Who Was</u> 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).