

What is the story a fourth grader is able to tell by the end of the year? Over time societies change. People respond to challenges in creative, imaginative, adaptive, and innovative ways. Innovations impact society and have intended and unintended consequences. They evolve over time and can be analyzed historically, socially/culturally, economically, geographically, and civically.

**CROSS-CUTTING CONCEPT/THEME:
INNOVATIONS: NECESSITY & IMPACT**

Essential Questions:

- How do the times and conditions influence or necessitate innovations?
- How do innovations change the way people live?
- How do innovations impact/influence society?
- What are the intended and/or unintended consequences of innovations?
- How have innovations evolved over time?

Purpose and Framework for D39 Social Studies Curriculum

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

Dimension 1. Developing Questions and Planning Investigations - Students develop questions as they investigate societal issues, trends, and events.

Dimension 2. Applying Disciplinary Concepts and Tools - Students analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.

Dimension 3. Gathering, Evaluating, and Using Evidence - Students work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Dimension 4. Working Collaboratively & Communicating Conclusions - Students draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

(Adapted from Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, Council of Chief State School Officers, 11/12/2012)

The Conceptual Lenses of Social Studies

CIVICS: In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

ECONOMICS: Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

GEOGRAPHY: Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of interrelationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.

HISTORY: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

CULTURAL ANTHROPOLOGY: Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

MAP SKILLS

Guiding Questions: How do maps and globes give us information?

Vocabulary: north, south, east, west, cardinal directions, intermediate directions, compass rose, legend, key, symbol, scale, Equator, North Pole, South Pole, continent, North America, South America, Antarctica, Africa, Europe, Asia, Australia (Oceania), Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, mental map, city, state, nation

Big Ideas & Formative Understandings

Maps are visual representations of places in the world.

Lesson Focus

Identify and use important parts of a map:

- Key
- Legend
- Compass rose
- Symbols
- Scale

Use cardinal and intermediate directions when describing locations.

Locate and name Earth's continents and oceans.

Locate and name:

- Equator
- Prime Meridian
- Northern Hemisphere
- Southern Hemisphere
- North Pole
- South Pole

Understand the organizational hierarchy and relative sizes of:

- town/city
- state
- nation
- continent

Use scale to measure distances on a map.

Understand the similarities and differences between different types of maps, ex. political, road, population.

Create mental maps.

Examples:

- Students map the journey of characters in a story.
- Students create maps of their neighborhood, school, or route to school.
 - Decide on symbols needed and include them in the key.
 - Draw the map and place the key's symbols in the correct locations.

INNOVATION

Guiding Questions:

- How do historians analyze the past and present?
- How do innovations impact people's lives civically, historically, geography, economically, and culturally?

Vocabulary: innovation, innovator, five lenses: thinking historically, socially/culturally, economically, geographically, civically

Big Ideas & Formative Understandings

Humans have been innovating to improve their lives for thousands of years.

Thinking historically, geographically, economically, socially/culturally, and civically provides a way to investigate and learn about topics in social studies.

Historical thinkers analyze artifacts and primary and secondary documents to investigate the past.

Innovations have intended and unintended consequences.

Innovations change over time.

Lesson Focus

PHASE 1: Teacher and students work together

Introduce “innovations.”

Define and explore the five lenses of social studies.

- Historic
- Social/Cultural
- Economic
- Geographic
- Civic

Investigate the use of primary and secondary sources in research.

- Distinguish between primary and secondary sources.
- Evaluate each resource considering who produced it and why as well as when and where it was produced
- Compare and contrast primary and secondary accounts of an event.

- Convey the importance of primary and secondary sources in inquiry research.

PHASE 2: Teacher and students work together

Using primary and secondary sources:

- Analyze of the invention/innovation of the automobile through the five lenses to determine how the automobile has changed lives socially/culturally, economically, geographically, and civically.
- Identify the intended and unintended consequences of the invention/innovation of the automobile and determine whether these consequences were positive or negative.
- Determine how and why the automobile has changed over time.
- Make predictions about the future evolution of the automobile.

Summative Assessment:

The innovation of the automobile impacted people's lives in many ways. Using the information you have learned during this unit, decide how people's lives were **most** changed by the automobile.

Choose one:

- socially/culturally
- economically
- geographically
- civically

Use evidence from your notes, texts, and online resources to support your claim.

PHASE 3: Students work individually or in small groups with teacher guidance as needed.

Students choose an innovation to investigate.

- Analyze how the innovation changed people's lives socially/culturally, economically, geographically, and civically. (NOTE: Students may not be able to find information about all the lenses.)
- identify intended and unintended consequences of the innovation, both positive and negative.
- Determine how and why the innovation has changed over time.
- Make predictions about how the innovation will change in the future.
- Use information from primary and secondary sources.
- Share findings.