Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State’s history from before the European colonial era to the modern period. The Key Ideas allow teachers to make connections to present-day New York State and the local community. (NYS SS Framework)
NYS Social Studies Standards

**Standard 1: History of the United States and New York**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

**Standard 4: Economics**
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government**
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Unifying Themes of Social Studies**
The unifying Social Studies themes represent different lenses to be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the NYS Framework across all grades, K-12.

1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange
NYS Grade 4 Key Ideas

Key Ideas
Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key Ideas are designed to address larger social studies perspectives, trends, and issues. Each grade level consists of eight to twelve Key Ideas, so these statements are intentionally rich and substantial.

4.1 GEOGRAPHY OF NEW YORK STATE:
New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.  (Standard: 3; Theme: GEO)

4.2 NATIVE AMERICAN* GROUPS AND THE ENVIRONMENT:
Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.  (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK:
European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.  (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.4 GOVERNMENT:
There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.  (Standards: 1, 5; Themes: GOV, CIV)

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:
Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.  (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION:
New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.  (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT:
Many people have immigrated and migrated to New York State contributing to its cultural growth and development.  (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

* For this document, the term "Native American" is used with the understanding that it could say "American Indian."
Conceptual Understandings
Conceptual Understandings are more specific statements that are designed to support each Key Idea. Each Key Idea consists of approximately two to seven Conceptual Understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

Content Specifications
Content Specifications, crafted as “Students will...” statements, add further clarity and depth to the Conceptual Understanding by articulating specific content that can be taught to illuminate the Conceptual Understanding. Ultimately, Content Specifications work in tandem with Conceptual Understandings in support of the larger Key Ideas.

Social Studies Practices
The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings.

NYS SS Instructional Shifts
(refer to NYS SS Field Guide)

1) Focus on Conceptual Understandings
   a. From facts ➞ concepts and content knowledge
   b. From breadth ➞ depth
   c. From recall ➞ transfer and connections

2) Foster Student Inquiry, Collaboration, and Informed Action
   a. From teacher as disseminator ➞ teacher as facilitator of investigation
   b. From students learn facts from textbooks ➞ students investigate the social sciences, using multiple sources
   c. From students retell interpretations ➞ students construct interpretations and communicate conclusions

3) Integrate Content and Skills Purposefully
   a. From students experience an additional nonfiction reading class or textbook-focused instruction ➞ students learn to read, discuss and write like social scientists
   b. From students develop literacy skills and social studies practices separately ➞ students develop disciplinary literacy skills and social science practices in tandem
   c. From students learn content knowledge ➞ students integrate and apply concepts, skills, and knowledge
Unit 1 Topic: New York Geography
Compelling Question: Does where you live matter?
Supporting Questions:
1. What physical features make New York State’s geography diverse?
2. Where in New York State did early Native Americans settle and how did physical features affect their settlements?
3. How did the early Native Americans in New York State interact with their physical environment to meet their needs?

Social Studies Practices in this Unit
A Gathering, Interpreting, and Using Evidence
1. Develop questions about New York State and its history, geography, economics and government.
2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Create an understanding of the past by using primary and secondary sources.

C Comparison and Contextualization
1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Identify multiple perspectives on an historical event.
3. Describe and compare New York State historical events.
4. Recognize the relationship between geography, economics, and history in social studies.
5. Describe historical developments in New York State with specific detail, including time and place.

D Geographic Reasoning
1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
2. Identify how environments affect human activities and how human activities affect physical environments.
3. Recognize relationships between patterns and processes.
4. Describe how human activities alter places and regions.

E Economics and Economic Systems
1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.
2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.
4. Explain why individuals and businesses specialize and trade.
5. Explain the meaning of unemployment.
6. Explain the ways the government pays for the goods and services it provides, including tax revenue.
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<th>Conceptual Understandings / Literacy Standards</th>
<th>Objectives (Content Specifications) &amp; Assessments</th>
<th>Vocabulary and Resources</th>
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<tr>
<td><strong>4.1a</strong> Physical maps can be used to explore New York State’s diverse geography</td>
<td><strong>4.1a</strong> Students will be able to identify and map New York State’s major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound.</td>
<td><strong>Toolkit Inquiry 1: NY Geography</strong></td>
</tr>
<tr>
<td><strong>4.1b</strong> New York State can be represented using a political map that shows cities, capitals, and boundaries</td>
<td><strong>4.1a</strong> Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.</td>
<td>Vocabulary: adaptation, climate, constraint, contribution, coordinates, directionality, geographic diversity, modification, Native Americans, political features, settlement, support, vegetation</td>
</tr>
<tr>
<td><strong>4.2a</strong> Geographic factors often influenced locations of early settlements. People made use of resources and the lands around them to meet their basic needs of food, clothing, and shelter.</td>
<td><strong>4.1b</strong> Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community.</td>
<td><strong>Textbook Support</strong></td>
</tr>
<tr>
<td><strong>4.2b</strong> Native American groups developed specific patterns of organization and governance to manage their societies.</td>
<td><strong>4.1b</strong> Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community, using directionality, and latitude and longitude coordinates.</td>
<td>Building Geography Skills p. H6-H7</td>
</tr>
<tr>
<td><strong>4.2c</strong> Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</td>
<td><strong>4.1b</strong> Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State.</td>
<td>Chapter 1: The geography of New York</td>
</tr>
<tr>
<td><strong>Reading:</strong> RI.4.1, RI. 4.4</td>
<td><strong>4.2a</strong> Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations.</td>
<td>Chapter 3: The first New Yorkers</td>
</tr>
<tr>
<td><strong>Writing:</strong> W.4.1, W.4.5</td>
<td><strong>4.2a</strong> Students will investigate how Native Americans such as the Haudenosaune (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.</td>
<td>Early people of New York Algonquian people</td>
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<tr>
<td><strong>Speaking and Listening:</strong> SL. 4.1, SL. 4.6</td>
<td><strong>4.2a</strong> Students will read and listen closely to interpret main ideas and thematic connections between visual imagery (symbols and graphics), oral tradition (Haudenosaunee video) and diverse texts (“Birth of the Haudenosaunee,” Two Row Wampum, and Frost’s “A Time to Talk”). Students</td>
<td>Map Features pp. H12-H13</td>
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<td><strong>Language:</strong> L. 4.3</td>
<td><strong>Toolkit Inquiry 1: NY Geography</strong></td>
<td>The Geography of New York pp. 8-35</td>
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<td></td>
<td><strong>Vocabulary:</strong> prewrite, first draft, edit, revise, publish</td>
<td>4.1a Student Book pp. 12-15, 32</td>
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<td>4.1a Student Book pp. 40-45</td>
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<td>4.1b Student Book pp. 32</td>
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<td>4.2a Student Book pp. 76-77</td>
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<td>4.2a Student Book pp. 88-92, 94-99</td>
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<td>4.2b Student Book pp. 100-101</td>
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<td>4.2c Student Book pp. 92, 96</td>
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<tr>
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<td><strong>Connection to Grade 4 ELA Module 1A, Unit 1</strong> Students will read and listen closely to interpret main ideas and thematic connections between visual imagery (symbols and graphics), oral tradition (Haudenosaunee video) and diverse texts (“Birth of the Haudenosaunee,” Two Row Wampum, and Frost’s “A Time to Talk”). Students</td>
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</tbody>
</table>
4.2b Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Munsees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups.

4.2c Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology

4.2c Students will examine contributions of Native Americans that are evident today.

Suggested Formative Assessment
- Identify the physical features of New York State in a graphic organizer.
- Using all available maps, complete a graphic organizer that categorizes the opportunities and constraints of the physical features that affected Native American settlements.
- Develop and support a series of claims about how the Haudenosaunee and Algonquians modified and adapted to their physical environments.

Summative Assessment
ARGUMENT How does where you live matter? Construct an argument supported with evidence that addresses the question of how physical features and available resources influenced the locations of early Native Americans settlements in New York State. Express this argument in the form of an essay.

will create symbols that relate to the texts and write explanatory paragraphs about how their student created personal symbols connect to the ideas in the texts.

Connection to grade 4 ELA Module 1a Unit 2: Students read an informational text to deepen their knowledge of the Haudenosaunee with a focus on determining main ideas and supporting details, notetaking, using context clues to determine word meanings, fluency, and paragraph writing.

Amistad resource
Unit Two Indigenous Civilizations of the Americas 1000 – 1600

NYS Archives

SUTW Tools
Tool E1-34a - Cause and Effect
Tool E1-35a - Venn Diagram
Tool E5-3a - Opinion Informal Outline
Tool E1-18c - Two column notes

Leveled Readers
Earth and Water, High and Low
The Shape of Our Land
Landforms and Waterways
Jamestown
The Jamestown colony
John Smith and the survival of Jamestown

NOTES
Extension activities
Unit 2 Topic: The First New Yorkers

Compelling Question: What’s the real story behind the purchase of Manhattan?

Supporting Questions:
1. Why were the Dutch interested in the region that became known as New Netherland?
2. How would both the Dutch and the Natives benefit from the sale and purchase of land in Manhattan?
3. How are the stories told about the sale of Manhattan similar and different?

Social Studies Practices in this Unit

A. Chronological Reasoning and Causation
   - Explain how events are related chronologically to one another.
   - Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines, with teacher support.
   - Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.
   - Distinguish between long-term and immediate causes and effects of a current event or an event in history.
   - Recognize dynamics of historical continuity and change over periods of time.
   - Use periods of time such, as decades and centuries to put events into chronological order.
   - Recognize and identify patterns of continuity and change in New York State.

B. Comparison and Contextualization
   - Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
   - Identify multiple perspectives on an historical event.
   - Describe and compare New York State historical events.
   - Recognize the relationship between geography, economics, and history in social studies.
   - Describe historical developments in New York State with specific detail, including time and place.
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<tr>
<td><strong>4.3a</strong> Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.</td>
<td>➢ <strong>4.3a</strong> Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.</td>
<td>Toolkit Inquiry 2: Manhattan Purchase</td>
</tr>
<tr>
<td><strong>4.3b</strong> Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.</td>
<td>➢ <strong>4.3b</strong> Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.</td>
<td>Textbook Support: Early People of New York pp. 78-83</td>
</tr>
<tr>
<td><strong>4.3c</strong> In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.</td>
<td>➢ <strong>4.3c</strong> Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.</td>
<td>Vocabulary: hunter-gatherer, artifact, archaeologist, extinct, notes, outline</td>
</tr>
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</table>

**Reading:** RI.4.1, RI.4.2, RI.4.3, RI.4.5  
**Writing:** W.4.2, W.4.5  
**Speaking and Listening:** SL.4.1  
**Language:** L.4.1, L.4.2, L.4.4, L.4.6

**Suggested Formative Assessments**
- Develop an advertisement directed at Dutch investors or colonists encouraging them to come to North America.  
- Create a T-chart that lists what the Dutch and Natives expected to gain from the sale and purchase of Manhattan.  
- Write one claim with evidence about the similarities across the sources and one about the differences.

**Workbook:** p. 17, p. 18  
**Workbook:** p. 19  
**Workbook:** p. 20  
**Workbook:** p. 23, p. 24  
**Workbook:** p. 25  
**Workbook:** p. 26  
**Workbook:** p. 29  
| **Workbook** | **Vocabulary** |
|----------------|---------------|----------------|
| **Algonquin People** | pp. 88-92  
| **Vocabulary:** wigwam, trade, reservation, powwow | Workbook: p. 19 |
| **The Iroquois League** | pp. 94-99  
| **Vocabulary:** Iroquois League, sachem, clan, wampum | Workbook: p. 20 |
| **European Explorers** | pp. 104-108  
| **Vocabulary:** explorer, Northwest Passage, Dutch West India Company, colony, colonist, latitude, longitude, equator, parallel, meridian, prime, meridian | Workbook: p. 23, p. 24 |
| **Dutch Colonies** | pp. 112-117  
| **Vocabulary:** partoon, profit, governor | Workbook: p. 25 |
| **An English Colony** | pp. 122-127  
| **Vocabulary:** petition, economy | Workbook: p. 26 |
| **Coming to New York** | pp. 132-137  
| **Vocabulary:** indentured servant, slave trade, artisan | Workbook: p. 29 |
| **Cities and Farms** | pp. 138-142  
| **Vocabulary:** service, merchant, manor, government, |  

**Textbook Support:**
- Early People of New York pp. 78-83
- Vocabulary: hunter-gatherer, artifact, archaeologist, extinct, notes, outline
- Workbook: p. 17, p. 18
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## Summative Assessment

**Argument:** Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

### Timeline

- **Workbook:** pp. 30-31

### Reading Materials

- **Growing Up in New York** pp. 146-151
- **Vocabulary:** *apprentice*
  - **Workbook:** p. 32

### Additional Resources

- **NYS ELA Common Core Curriculum Gr. 4 Module 2A**
  - Unit 1: Building Background Knowledge: Life in Colonial America
  - Unit 2: Case Study: Conducting Research on Colonial Trades
  - Unit 3: Culminating Project: Historically Accurate Narrative about Colonial America

- **Verrazano, Hudson, Champlain**
- **NYS for Kids**

### Leveled Readers:

- **Jamestown**
  - *The Jamestown Colony*
  - *John Smith*

### Read Alouds and Primary Sources:

- Textbook – pp. 70-71 Use the Time Line

### Step Up To Writing Tools:

- Tool E1-34a - Cause and Effect
- Tool E1-35a - Venn Diagram
- Tool E5-3a - Opinion Informal Outline
- Tool E1-18c - Two column notes

### Extension: Unit 2 Project – p. 158 in textbook

Life was often challenging for America’s early settlers, as well as for Native Americans who had lived in New York for hundreds of years. Make a documentary about their experiences. Form a group and choose Native Americans or early Europeans who settled in New York. Write sentences about their experiences and observations. Include a variety of topics. Make a diorama or model to show the environment and settlements. Include where the people lived, other buildings, and the physical setting. Present your documentary. Show the diorama or model to the class.
Unit 3 Topic: American Revolution

Compelling Question: How does a person’s perspective influence her or his opinion?

Supporting Question: Why should we respect the opinions of others?

Social Studies Practices in this Unit

A. Gathering, Interpreting, and Using Evidence
- Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- Identify the creator and/or author of different forms of evidence.
- Identify opinions of others.
- Create an understanding of the past by using primary and secondary sources.

C. Chronological Reasoning and Causation
- Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.
- Distinguish between long-term and immediate causes and effects of a current event or an event in history.
- Recognize dynamics of historical continuity and change over periods of time.

D. Comparison and Contextualization
- Identify multiple perspectives on an historical event.
- Describe and compare New York State historical events.
- Recognize the relationship between geography, economics, and history in social studies.
- Describe historical developments in New York State with specific detail, including time and place.

F. Civic Participation
- Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
- Identify different political systems.
- Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
- Identify situations in which social actions are required.
- Identify the president of the United States and the school principal and their leadership responsibilities.
4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

**Reading:** RI.4.1, RI.4.2, RI.4.3, RI.4.5  
**Writing:** W.4.2, W.4.5  
**Speaking and Listening:** SL.4.1  
**Language:** L.4.1, L.4.2, L.4.4, L.4.6

- **4.3d** Students will examine issues of political and economic rights that led to the American Revolution.  
- **4.3d** Students will examine New York’s geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation.  
- **4.3d** Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.  
- **4.3d** Students will explore why African Americans volunteered to fight with the British during the war.  
- **4.3d** Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.

**Suggested Formative Assessments**  
Exit tickets  
Vocabulary assessments  
Short constructed responses

**Summative Assessment (ELA Module 3B)**  
American Revolution Broadsides This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final

**Vocabulary & Resources**

- **NYS ELA Common Core Curriculum Gr. 4 Module 3B**  
  - Unit 1: Perspectives on the American Revolution: Building Background Knowledge  
  - Unit 2: Digging Deeper into Perspectives through Literature (optional)  
  - Unit 3: Reading Closely and Writing to Learn: Perspectives on the American Revolution

**Textbook Support:**  
*Meet the People* pp. 162 - 163

**Chapter 6 Lesson 1: The American Revolution Begins**  
pp. 168-173  
**Vocabulary:** Parliament, tax, Stamp Act, French and Indian War, American Revolution, Patriot, Loyalist

**Workbook:** p. 37

**Chapter 6 Lesson 2: Declaring Independence**  
pp. 176-180  
**Vocabulary:** Continental Congress, Declaration of Independence

**Workbook:** p. 38

**Chapter 6 Lesson 3: Victory and Independence**  
pp. 182-188  
**Vocabulary:** Battle of Saratoga, Battle of Yorktown, document

**Workbook:** p. 39

**Additional Resources**  
*Why We Remember* p. 167  
Patriots and Loyalists (DBQ top right TE p.175) pp. 174-175  
*Biography: Anna Strong* p. 181

*African Americans and the American Revolution*
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Unit 4 Topic: Government and Citizens

Compelling Question: Why does New York have a state snack?

Supporting Questions:
1. Where does our government get its power?
2. Why do we need government?
3. How is our government organized?
4. How can citizens influence government?

Social Studies Practices in this Unit

A. Gathering, Interpreting, and Using Evidence
   - Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
   - Identify the creator and/or author of different forms of evidence.
   - Identify opinions of others.
   - Create an understanding of the past by using primary and secondary sources.

C. Comparison and Contextualization
   - Understand the concepts of geography, economics, and history that apply to his/her family.

F. Civic Participation
   - Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
   - Participate in activities that focus on a classroom or school issue or problem.
   - Identify different political systems.
   - Identify the role of the individual in classroom and school participation.
   - Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
   - Identify situations in which social actions are required.
   - Identify the president of the United States and the school principal and their leadership responsibilities.
   - Identify rights and responsibilities within the classroom and school.
### Conceptual Understandings / Literacy Standards

4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.
4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.
4.4c Government in New York State is organized into counties, cities, towns, and villages.
4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.
4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

**Reading:** RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7

**Writing:** W.4.4, W.4.5, W.4.7

**Speaking and Listening:** SL.4.1, SL.4.2, SL.4.6

**Language:** L.4.1, L.4.3, L.4.4, L.4.6

### Content Specifications & Assessments

- **4.4a** Students will examine the basic structure of the federal government, including the president, Congress, and the courts.
- **4.4a** Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.
- **4.4b** Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.
- **4.4b** Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified.
- **4.4b** Students will investigate the steps necessary for a bill to become a law in New York State.
- **4.4c** Students will identify the county in which they live, noting where their city, town or village is within that county. OR Students will identify the borough of New York City in which they live, and in which county the borough is located.
- **4.4c** Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community.
- **4.4d** Students will examine the rights and freedoms guaranteed to citizens.
- **4.4e** Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying).
- **4.4e** Students will discuss active citizenship and adults’ responsibility to vote, to understand important issues, and to serve on a jury.

### Vocabulary & Resources

**Toolkit Inquiry #3 Government and Citizenship**

**Vocabulary:** government, monarchy, democracy, control, elect, terms, power, preamble, Constitution, union, establish, justice, insure, domestic, tranquility, defense, welfare, liberty, prosperity, legislative, judicial, executive, branches of government, supreme court, bills, law, authority, voting

**Textbook Support:**

- **Chapter 7 Lesson 1: A New Constitution** pp. 198-204
- **Vocabulary:** representative, constitution, Constitutional Convention, United States Constitution, Bill of Rights, capital, point of view
- **Workbook:** p. 43

- **Chapter 7 Lesson 2: Early New York State** pp. 212-217
- **Vocabulary:** frontier, War of 1812
- **Workbook:** p. 45

**Biography:** James Forten p. 189

**Research and Writing Skills: How to Answer Document-Based Questions** pp. 190-191

**Citizen Heroes** pp. 192-193

**Why We Remember** p. 197

**Alexander Hamilton** p. 205

**Independence Day: In the United States and Around the World** pp. 206-207

**Thinking Skills: Recognize Point of View** pp. 208-209

**Life at Home** pp. 210-211

**Toliver’s Secret** pp. 220-221

**Graphic Organizers**

Cause and Effect p. TR3

**Additional Resources**
Suggested Formative Assessments

- Write a paragraph that addresses the supporting question.
- Discuss the supporting question with a partner.
- Complete a graphic organizer comparing the organization of the federal and New York State governments.
- Write an editorial for your school’s newspaper making an argument for or against the following idea: Citizens can and should influence government.

Summative Assessment

ARGUMENT Why does New York have a state snack?
Construct an argument that addresses the compelling question using specific claims and evidence.

Leveled Readers:
- Our Government
- D is for Democracy
- The Constitution
- US Constitution
- Branches of Government

Grace for President by Kelly DiPuccio

Amistad
- Unit 6: The Constitution and the Continental Congress 1775 - 1800

Step Up to Writing Tools:
- E1-18c
- E1-9c
- E1-24b
- E1-30a
- E1-34a

Extension
Debate the value of having a symbol or logo that represents the local community.