

Grade: 4

Subject: Social Studies

Unit
Native Americans

Essential Question #1	Who were the early people of the Americas?
Essential Question #2	How did the people of the Eastern Woodlands live in what is now New York?
Essential Question #3	What impact did the Iroquois Confederacy have on society?
Essential Question #4	
Essential Question #5	

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Subject: S.S.

Unit: Native Americans

Essential Question #1
Who were the early people of the Americas?

		CT LEVEL
Objective/Skill #1	Students will explain how the first people came to North America and who they were.	C, E, An, S
Objective/Skill #2	Students will explore methods used by archaeologists.	An
Objective/Skill #3	Students will analyze the effect of the Ice Age and its end on the early people of New York.	An
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 58-65
- Critical thinking skill- Cause and Effect
- Note taking, worksheets, and essays
- Interpreting maps

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Subject: S.S.

Unit: Native Americans

Essential Question #2

How did the people of the Eastern Woodlands live in what is now New York?

		CT LEVEL
Objective/Skill #1	Students will identify and describe the Native American groups in New York.	C, An, E
Objective/Skill #2	Students will explore the relationships between storytellers and history.	An
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 66-69
- Diorama of Native American villages- construct longhouse on computers
- Note taking, worksheets, and essays
- Make dream catchers
- Critical thinking skill- Compare and Contrast

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Subject: S.S.

Unit: Native Americans

Essential Question #3
What impact did the Iroquois Confederacy have on society?

		CT LEVEL
Objective/Skill #1	Students will identify who started the Iroquois Confederacy and why.	C, An, E
Objective/Skill #2	Students will analyze the purpose and function of the Iroquois Confederacy.	An
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 70-75
- Wampum belts
- Note taking, worksheets, and essays
- Interpreting maps
- Mnemonic devices- SCOOM

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Subject: Social Studies

Unit
European Encounter

Essential Question #1	Why did explorers come to the New World?
Essential Question #2	Who were the first Europeans to colonize (what would become) New York?
Essential Question #3	What impact did the British have on New York?
Essential Question #4	What led to the American Revolution?
Essential Question #5	

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Subject: S.S.

Unit: European Encounter

Essential Question #1
Why did explorers come to the New World?

		CT LEVEL
Objective/Skill #1	Students will identify the first European to reach what is now New York.	C, E, AN
Objective/Skill #2	Students will explore will de Champlain's route.	AN
Objective/Skill #3	Students will analyze the significance of Henry Hudson's explorations.	AN
Objective/Skill #4	What led to the American Revolution?	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 80-89
- Note taking, worksheets, & essays
- Timelines, map skills
- Geography study skill: latitude & longitude

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Subject: S.S.

Unit: European Encounter

Essential Question #2

Who were the first Europeans to colonize (what would become) New York?

		CT LEVEL
Objective/Skill #1	Students will explain the role of the Dutch West India Company in settling New York.	C, AN, E, S
Objective/Skill #2	Students will explore important Dutch settlements.	AN
Objective/Skill #3	Students will analyze how Stuyvesant improved New Netherland.	AN
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 90-95
- Note taking, worksheets, & essays
- Timeline and map skills
- Interpreting graphs

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Subject: S.S.

Unit: European Encounter

Essential Question #3

What impact did the British have on New York?

		CT LEVEL
Objective/Skill #1	Students will analyze the British takeover of New Netherland.	AN
Objective/Skill #2	Students will explore how the British encouraged New York's growth.	AN
Objective/Skill #3	Students will identify different groups of settlers in the New York colony.	AN, C, E
Objective/Skill #4	Students will analyze the social & economic structure of land ownership and tenant farming.	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 96-105
- Note taking, worksheets, and essays
- Timeline and map skills
- Interpreting graphs

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Subject: S.S.

Unit: European Encounter

Essential Question #4

What led to the American Revolution?

		CT LEVEL
Objective/Skill #1	Students will summarize the French & Indian War.	S
Objective/Skill #2	Students will analyze the reasons for the colonies declaring independence from Britain.	AN
Objective/Skill #3	Students will explore the meaning of the Declaration of Independence.	AN
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 110-121
- Note taking, worksheets, & essays
- Timeline and map skills

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Subject: Social Studies

Unit
American Revolution in NYS

Essential Question #1	What was New York's involvement in American Revolutionary War?
Essential Question #2	
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Subject: S.S.

Unit: American Revolution

Essential Question #1
What was New York's involvement in American Revolutionary War?

		CT LEVEL
Objective/Skill #1	Students will explain the importance of N.Y.'s location to the American Revolution.	C,AN, E,S
Objective/Skill #2	Students will analyze the significance of the Battle of Saratoga and the American victory.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- ◆ Read text pgs. 122-133
- ◆ Note taking, worksheets and essays
- ◆ Timeline skills
- ◆ Map skills
- ◆ Chart skills

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Subject: Social Studies

Unit
The New Nation

Essential Question #1	How did New York State and the United States develop their new government?
Essential Question #2	How did NY's early economy develop?
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Subject: Social Studies

Unit: New Nation

Essential Question #1

How did New York State and the United States develop their new government?

		CT LEVEL
Objective/Skill #1	Students will identify and describe the process by which NY became a state.	C, AN, E
Objective/Skill #2	Students will analyze the process by which the U.S. became a nation.	C, AN E, S
Objective/Skill #3	Students will discuss the Mayflower Compact.	C
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pgs. 140-149
- Note taking, worksheets, and essays
- Critical thinking skill – identifying fact and opinion
- Timeline skills

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Subject: Social Studies

Unit: New Nation

Essential Question #2
How did NY's early economy develop?

		CT LEVEL
Objective/Skill #1	Students will explore the early beginnings of Wall Street and the New York Stock Exchange.	AN
Objective/Skill #2	Students will examine the ways banks and other financial institutions help people and businesses.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pgs. 150-157, 212-221
- Notetaking, worksheets, essays
- Timeline skills
- Graphic organizers
- Using reference sources

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Subject: Social Studies

<u>Unit</u> Government

Essential Question #1	What are the similarities and differences in local, state, and national government?
Essential Question #2	
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Subject: S.S.

Unit: Government

Essential Question #1
What are the similarities and differences in local, state, and national government?

		CT LEVEL
Objective/Skill #1	Students will identify and describe the different types of municipal government.	C, AN, E, K
Objective/Skill #2	Students will understand the “Checks and Balances” system.	C
Objective/Skill #3	Students will identify and examine their individual roles of the three branches of state government.	C,AN, E
Objective/Skill #4	Students will describe the three branches of the national government.	K,C
Objective/Skill #5	Students will analyze how the three branches of national government work with each other.	AN

Activities that you may opt to use with objectives/skills being taught above

- ◆ Read text pgs. 292-313
- ◆ Note taking, worksheets and essays
- ◆ Reading and organizing information in charts
- ◆ Critical Thinking Skills – reading newspapers
- ◆ Citizenship – making a difference

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Subject: Social Studies

<u>Unit</u> Industrial Growth and Expansion
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Essential Question #1	What effect did Westward expansion have on New York State?
Essential Question #2	How did transportation, industry, and art change the lives of New Yorkers?
Essential Question #3	What impact did the British have on New York?
Essential Question #4	What led to the American Revolution?
Essential Question #5	What was life in New York like for immigrants?

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Subject: Social Studies

Unit: Industrial Growth and Expansion

Essential Question #1
What effect did Westward expansion have on New York State?

		CT LEVEL
Objective/Skill #1	Students will explain the role of land companies in Western New York.	C, E, An, S
Objective/Skill #2	Students will analyze the effect of settlers on the Iroquois.	An
Objective/Skill #3	Students will identify and explain the causes of the War of 1812.	An, E, C, S
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above
-Read text pages 158-165
-Note taking, worksheets, and essays
-Map skills

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Subject: Social Studies

Unit: Industrial Growth and Expansion

Essential Question #2
How did transportation, industry, and art change the lives of New Yorkers?

		CT LEVEL
Objective/Skill #1	Students will identify new forms of transportation and analyze their impact on New York.	An, C
Objective/Skill #2	Students will explain the construction of the Erie Canal and analyze its importance to New York.	An, S, E, C
Objective/Skill #3	Students will identify changes in the Erie Canal and explore the variety of attractions and activities on the canal today.	An, C
Objective/Skill #4	Students will identify important industries and artists in New York.	An, C
Objective/Skill #5	Students will analyze how public works improved life in New York City (example: Central Park and Croton Aqueduct).	An

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 166-187
- Note taking, worksheets, and essays
- Study skills- Reading Circle and Line Graphs
- Timeline skills

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Subject: Social Studies

Unit: European Encounter

Essential Question #3

What impact did the British have on New York?

		CT LEVEL
Objective/Skill #1	Students will analyze the British takeover of New Netherland.	AN
Objective/Skill #2	Students will explore how the British encouraged New York's growth.	AN
Objective/Skill #3	Students will identify different groups of settlers in the New York colony.	AN, C, E
Objective/Skill #4	Students will analyze the social & economic structure of land ownership and tenant farming.	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 96-105
- Note taking, worksheets, and essays
- Timeline and map skills
- Interpreting graphs

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Subject: Social Studies

Unit: European Encounter

Essential Question #4

What led to the American Revolution?

		CT LEVEL
Objective/Skill #1	Students will summarize the French & Indian War.	S
Objective/Skill #2	Students will analyze the reasons for the colonies declaring independence from Britain.	AN
Objective/Skill #3	Students will explore the meaning of the Declaration of Independence.	AN
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 110-121
- Note taking, worksheets, & essays
- Timeline and map skills

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Subject: Social Studies

Unit: Industrial Growth and Expansion

Essential Question #5
What was life in New York like for immigrants?

		CT LEVEL
Objective/Skill #1	Students will identify and explore problems faced by immigrants.	C, An, E
Objective/Skill #2	Students will identify and explain the importance of structures and monuments erected during the last years of the 19 th century.	C, An, E, S
Objective/Skill #3	Students will analyze how New York's natural resources were used.	An
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read text pages 222-237
- Note taking, worksheets, and essays
- Timeline skills
- Learning from pictures and photographs
- Identifying different viewpoints

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Subject: Social Studies

Unit
The New Century

Essential Question #1	How was N.Y. State affected by events of the 20 th century?
Essential Question #2	
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Subject: Social Studies

Unit: The New Century

Essential Question #1
How was N.Y. State affected by events of the 20th century?

		CT LEVEL
Objective/Skill #1	Students will analyze how World War I affected life in New York.	AN
Objective/Skill #2	Students will analyze and discuss the continuing fight for fair treatment of women and African Americans.	AN,C
Objective/Skill #3	Students will analyze the effects of the Great Depression and explains the government's actions.	AN,S E,C
Objective/Skill #4	Students will explain how World War II helped end the Depression.	S,E, AN,C
Objective/Skill #5	Students will examine why people moved to the Suburbs.	AN

Activities that you may opt to use with objectives/skills being taught above

- ◆ Read text pgs. 238-263
- ◆ Note taking, worksheets and essays
- ◆ Critical Thinking skills- Cause and Effect
- ◆ Study Skill – Using Map Scales