

Englewood Public School District
Social Studies
Grade 4
Fourth Marking Period

Unit 4 - Travel Back to the 1800's: America Flourishes

Overview: Students in the fourth grade social studies program engage in a study of New Jersey and the United States. In the process, students continue the journey of learning the social studies themes of history, economics, geography and civics by learning about the state in which they live. In unit 4, student's focus on learning the social studies themes of industrial growth, innovation, invention, and economics emphasizing the role New Jersey had in building our great nation.

Time Frame: 30 to 35 Days

Enduring Understandings:

Analyze important consequences of American industrial growth.

Identify the make up of a city and how it evolved over time.

Discuss how industrial growth impacted the United States.

Identify key individuals from New Jersey whose innovation and creativity led to the creation of important inventions, scientific achievement, and economic growth throughout the United States.

Essential Questions:

What influences the development and change within economies (innovation, communication, transportation, entrepreneurship, etc.)?

How did the cities change over time?

What is an invention and who were some of the most noteworthy New Jersey inventors?

What is technology and how did technology affect early America?

How did industrial growth affect New Jersey and the United States?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p>	Topics	As an introduction to unit 4, students will watch a video titled, “Silk City: America’s First Manufacturing Center” (New Jersey History Kids). (8.1.5.A.1)	<u>Literature:</u> <i>You, New Jersey, And the World, Teachers Package</i> , Afton Publishing Co., Inc. Copyright 2004 (Teacher manuals and text books) <i>An Age of Extremes, 1880-1917</i> , Joy Hakim <i>Alexander Graham Bell: an Inventive Life</i> , Elizabeth MacLeod <i>Andrew Carnegie: builder of Libraries</i> , Charnan Simon	Formative Assessments: Instructors will confer with students to investigate their knowledge (anecdotal records & observation). Students will be evaluated on teacher created tests/quizzes. Students’ progress will be ascertained via oral and written class work. Students’ progress will be ascertained via oral and written class work.
	Industrial Growth Invention			
	Technology	Following a video about the Industrial Revolution (History.com), students will conduct a whole class discussion about how supply and demand for manufactured goods fueled the economic book in America. (CRP4)		
	Transportation	Following the teacher presentation of Lesson 11 “Cities” in <i>You, New Jersey, And the World</i> , students will conduct a whole class discussion about New Jersey cities by answering the questions on page 206 of the student text. (NJSLSA.SL4) Following a teacher read-a-loud of <i>Brooklyn Bridge</i> , students will discuss the impact the bridge had on		Benchmark Assessments: Exact Path Summative Assessments: Students will be evaluated based upon their understanding of the Brooklyn Bridge and its impact on transportation. Instructors will conduct interviews of students to ascertain their understanding of supply and demand.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

Objectives

Students will be able to apply the following skills and strategies:

Describe the inventions of Thomas Edison and the impact they had on American life.

Identify the impact of railroads in the United States.

Compare and contrast technology of the past to today's technology.

Analyze and explain the pros and cons of the industrial growth and expansion in the United States.

Compare and contrast the upper class, middle class, working class.

Understand and research the importance of immigrants and immigration in the United States.

transportation and bridge building throughout the country.

(NJSLA.SL4)

Students will create a model replica of the Brooklyn Bridge and explain why the engineering principals to build the bridge were progressive for that era.

(CRP6, CRP2)

Following a teacher read-aloud of Chapter 7 "Lady L" (*An Age of Extremes, 1880-1917*), students will take a field trip to Ellis Island to learn about the impact immigration had on the development of industry and cities in New Jersey and New York City.

Brooklyn Bridge, Lynn Curlee

Bully for You, Teddy Roosevelt, Jean Fritz

The California Gold Rush, Michael Uschan

The Transcontinental Railroad, Michael Uschan

Web-based resources:

New Jersey History Kids
<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

History.com
<http://www.history.com/topics/industrial-revolution/videos/the-industrial-revolution?m=528e394da93ae&s=undefined&f=1&free=false>

[Industrial Revolution Video for Kids:](https://www.youtube.com/watch?v=nl_-6WPQ4Sg)
https://www.youtube.com/watch?v=nl_-6WPQ4Sg

[Primary Sources: Paterson Falls, NJ:](https://www.loc.gov/item/afcwip003303/)
<https://www.loc.gov/item/afcwip003303/>

[Inventions in NJ- Drumthwacket Resources:](https://drumthwacket.org/education/eureka-invention-and-)
<https://drumthwacket.org/education/eureka-invention-and->

Students will receive a grade for participation in classroom discussions and activities.

Students understanding of concepts and application of content will be partially evaluated via cooperative learning activities.

Alternative Assessments:

Performance based evaluation using rubrics
(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

Discuss and research the geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors.

Students will work in collaborative groups to conduct research about the growth in American industry and agriculture using the following books: *Andrew Carnegie*, *The California Gold Rush*, *The Transcontinental Railroad*, *An Age of Extremes, 1880-1917*, and *Alexander Graham Bell: An Inventive Life*.
(NJSLSA.R1, NJSLSA.W7)

After conducting research, students will create a bulletin board entitled: Time line of Americas Boom listing major events that occurred during the 19th and early 20th century (*An Age of Extremes, 1880-1917*).
(NJSLSA.W7, CRP6)

Students will work collaboratively to identify key inventors from New Jersey and create a list of the innovative inventions they created.
(RI.4.7)

Following the teacher presentation of lesson 13 “Government” (*You, New Jersey, and the World*),

	<p>students will conduct a whole class discussion about the government policies, which allowed the growth of New Jersey. (NJSLSA.SL4, 9.2.4.A.1)</p> <p><u>Enrichment Activity:</u> Students will conduct research about early American inventions and create a brief digital presentation about a selected invention and the impact it had on American society. (NJSLSA.W7, NJSLSA.R1, NJSLSA.W8)</p>			
6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.	Understand the reasons for the migration of African Americans from the Southern to the Northern cities.	Following a teacher read-aloud of <i>The Great Migration</i> , students will discuss the migration of African Americans from the Southern to Northern cities and the impact it had on American Culture. (NJSLSA.SL4)	<i>The Great Migration</i> , Jacob Lawrence	Instructors will keep anecdotal records of students understanding of the plight of African Americans and their migration from the Southern to the Northern cities.

Key Vocabulary:

Technology, Invention, Transportation, Communication, Industry, Assembly Line, Manufacture

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o

determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides • Provide additional time 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make proper adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Use project-based learning • Structure the learning around explaining or solving a social or community-based issue. <ul style="list-style-type: none"> • Collaborate with after-school programs or clubs to extend learning opportunities. • William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

to complete a task <ul style="list-style-type: none"> • Use graphic organizers 		social/family background and knowledge of their community. <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
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Interdisciplinary Connections:

Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Integration of Technology Standards NJSL 8:

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connections: ELA:

Anchor Standards:

NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

.NJLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.