

Course/Grade Level: Fourth Grade Social Studies

Focus: Students will analyze states and regions to determine their relationships, and compare and contrast regions in terms of geography, economics, culture and current events. They will also analyze the geography, economics, history, culture and current events of Kansas.

Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.

SS.4.1 Students will differentiate between state government and national government and analyze their role in it.

Students will....

SS.4.1.1 recognize the United States Constitution as the document that defines the *rights* and *responsibilities* of *citizens* in the United States. (C4B311)

Instructional Examples:

- Look at a replica of the Constitution and explain that it is a primary source.
- Divide class into two groups: rights and responsibilities. Have each group read segments of the primary source and find evidence of rights and responsibilities within the Constitution.

SS.4.1.2 determine how people can participate in *government* and why it is important (e.g., jury duty, voting, running for office, *community* service). (C4B411)

Instructional Example: Take a survey of 10 people and ask them ways they have participated in the government within the last year.

SS.4.1.3 ★ define capital as the location of state and national government. (C4B512)

Instructional Example: Have students locate the state and national capitals on a map and draw a picture of the capital building.

SS.4.2 Students will compare and contrast major economic concepts with an emphasis on Kansas and the United States regions.
Students will...

- SS.4.2.1 ★ identify that every *spending* and saving decision has an *opportunity cost*. (E4B111)
Instructional Example: Plan a trip out West. From a given list of eight supplies, with their prices, select only four being only allowed \$10.00. Ask students what their opportunity cost was in selecting the four items.
- SS.4.2.2 ★ trace the production, *distribution*, and *consumption* of a particular good in the state or region. (E4B113)
Instructional Example: Create a comic strip that traces a product from Kansas or the region from its beginnings to the consumer: wheat, aircraft.
- SS.4.2.3 give an example of economic specialization that leads to *trade* between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper). (E4B114)
Instructional Example: Have students work as a group to dramatize trade of two products: fruit, wheat; lumber, coal; fish, beef.
- SS.4.2.4 ★ define *market economy* as an *economic system* in which buyers and sellers make major decisions about *production* and *distribution*, based on *supply* and *demand*. (E4B311)
Instructional Example: List natural resources found abundant in Kansas (wheat). What new business can be started based on the supply of wheat? What wheat based product should the business produce (bread, cookies, tortillas)? Who should buy these products? Could the company create a new and unique wheat product that could spark a high demand (cookie with school's logo)?
- SS.4.2.5 ★ discuss ways workers can improve their ability to earn *income* by gaining new knowledge, skills, and experience. (E4B511)
Instructional Example: Hold a career fair or invite members of the community to speak to the class about the skills and education required for their occupations.
- SS.4.2.6 ★ analyze the *costs* and *benefits* of making a choice. (E4B512)
Instruction Example: Pose scenario for the weekend: Doing a chore to earn allowance or going to a movie. What would be the cost for going to the movie (not earning the money for the chore)? What would be the benefit of going to the movie (having fun, seeing a favorite movie star)? Pose same questions for doing the chore.

SS.4.3

Students will locate and compare/contrast people, places, and environments within Kansas and the regions of the United States.

Students will...

- SS.4.3.1 ★ identify and give examples of the difference between political and *physical features* within a *region*. (G4B1I3)
- SS.4.3.2 ★ identify major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, *peninsulas*, rivers, oceans). (G4B1I4)
- SS.4.3.3 identify and label major regions of the United States (e.g., Southwest, Northwest, Midwest, Northeast, Southeast).
- SS.4.3.4 ★ locate major physical and *political features* of regions from memory (e.g., Appalachian Mountains, the Great Lakes, 50 States, Kansas River, Arkansas River, Atlanta, Grand Canyon, Gulf of California, Mt. McKinley, Puerto Rico, San Francisco, Dallas, Phoenix, Seattle, Everglades, Yellowstone National Park, Niagara Falls, Mississippi River). (G4B1I5)
- SS.4.3.5 ★ locate and label the 50 States. (G4B1I5)
- SS.4.3.6 identify the human characteristics of Kansas and regions of the United States (e.g., people, *religions*, languages, customs, economic activities, housing, foods). (G4B2I2)

Instructional Examples:

- Make ongoing charts related to human characteristics as Kansas and the regions of the United States are studied
- Use maps to identify and compare vegetation and *resources* with what is produced in Kansas and the United States.

SS.4.4

Students will utilize maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Students will...

- SS.4.4.1 ★ apply *geographic tools*, including grid systems, symbols, *legends*, *scales*, and a *compass rose* to construct and interpret maps (e.g., Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle). (G4B1I1)
- SS.4.4.2 use a data source as a tool (e.g., graphs, charts, tables). (G4B1I2)
- SS.4.4.3 ★ describe the types and characteristics of political units (e.g., city, county, state, country). (G4B4I1)
Instructional Examples:
 - Use layers of transparencies to identify political units at different scales: city, county, state, and country.
 - Make a flip book identifying the student's city, county, state, and country.
- SS.4.4.4 ★ examine *natural resource* challenges and ways people have developed solutions as they use *renewable* and nonrenewable *resources* (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels). (G4B5I1)

SS.4.5

Students will analyze the significance of important individuals and major developments in Kansas history.

Students will...

- SS.4.5.1 ★ research the contributions made by notable Kansans in History (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Robert Dole, William Allen White, Langston Hughes, Carry A. Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, Charles Curtis, Walter Chrysler, Wyatt Earp). (H4B111)
Instructional Example: Develop trading cards by drawing a picture of a notable Kansan on one side and writing a list of his/her accomplishments on the other.
- SS.4.5.2 ★ describe the observations of the explorers who came to what was to become Kansas (e.g., Francisco Coronado, Meriwether Lewis and William Clark, Zebulon Pike, Stephen H. Long). (H4B113)
- SS.4.5.3 compare and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. *migration*) (H4B115)
- SS.4.5.4 describe life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon). (H4B116)
Instructional Example: Make a list of major hardships encountered by travelers on one of the historic trails; make a list of items a wagon would need for a successful journey, explaining choice.
- SS.4.5.5 ★ compare the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian). (H4B211)
- SS.4.5.6 ★ explain the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations). (H4B212)
Instructional Example: research the immigrant groups who settled in Kansas emphasizing their economic and cultural contributions.
- SS.4.5.7 ★ create and use historical timelines (e.g., time periods, *eras*, decades, centuries). (H4B411)
- SS.4.5.8 ★ develop a thesis statement around a historical question. (H4B412)
Question Example:
Which trail (Santa Fe or Oregon-California) achieved better goals for the people at the end of travel?"
Thesis Statement examples:
 - "The Santa Fe Trail achieved better goals for the people at the end of travel."
 - "The Oregon-California Trail achieved better goals for people at the end of travel."
- SS.4.5.9 ★ understand the difference between *inferred information* and *observed information*. (H4B413)

(continued...)

SS.4.5.10 ★ identify and compare information from *primary* and *secondary sources* (e.g., photographs, diaries/journals, newspapers, historical maps). (H4B414)

SS.4.5.11 ★ use research skills to interpret an historical person or event in history and note the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of *sources*; locates, evaluates, organizes, records and shares relevant information in both oral and written form). (H4B415)

Instructional Example: Develop an interpretive research project on an historical person or event in history students have been studying; develop a question about the topic using a variety of sources, and locate, evaluate, organize, and record details (in their own words) that will answer the question.