

Mansfield Public Schools
Grade 4 - Social Studies Curriculum
March, 2001

The Geography of North America and the Indigenous People Who Lived There

Introduction

The Mansfield Public Schools grade four social studies curriculum includes a regional study of North America based upon various Native American tribes. In order to create a unit structure that provides a stable platform for students to discover, interpret, and internalize information, each unit of study will consist of two sections – (1) *geography and natural resources*, and (2) *history*.

Through this integrated unit of study students will understand that the geographic features and natural resources of North America affected the way of life of the Native Americans who lived there. Six cultural characteristics are investigated for each tribe: homes, clothing, shelter, food, transportation, and beliefs. Three distinct regions of the United States are explored to compare and contrast the Native American cultures. Other regions of the United States are optional and allow the teacher to expand and enrich the curriculum. Most of this unit is based on pre-European contact, but treaties with the United States government are introduced.

In addition, *citizenship and current events* are studied throughout the year. Students will begin to comprehend techniques of conflict resolution, which offers rights and requires responsibilities of each of its members. Students also have an opportunity to explore local, state, national and global issues in our changing world through the use of current events.

Throughout this yearlong study, students gain the knowledge that culture, both past and present, is influenced by many factors including geography and natural resources.

General Student Performance Goals and Expectations

Students will demonstrate through written work, oral expression, portfolios, peer teaching, drawings, diagrams, creative projects, or collaborative work, their ability to:

1. Use critical thinking and problem solving skills.
2. Define historical and geographic concepts and connect them to life.
3. Take risks in thinking and creative work.
4. Express opinions and defend their views on issues.
5. Speculate, explore ideas, and pose hypotheses.
6. Use evidence to support conclusions.
7. Revise, reshape, and deepen earlier understandings of concepts.
8. Challenge a thought or opinion, demonstrating agreement or disagreement.
9. Retell specific details.

10. Elaborate or expand an idea.
11. Make connections between learning from text or formal experience and their own prior beliefs.
12. Think metacognitively about own learning.
13. Critically analyze historic and cultural trends.
14. View themselves as active and positive participants within society.
15. Make connections and transfer knowledge between units of study, between concepts, and between different subject areas.

Essential Questions to Guide Each Unit

*Each essential questions is followed by a notation of its relationship to the
State of Connecticut Social Studies Curriculum Framework (1998)*

History:

- How do the natural resources and geography of a region affect culture? (1, 2, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15)
- How were rules and traditions beneficial to the well being of a Native American group? (1, 2, 4, 6, 7, 11)

Geography and Natural Resources:

- What are the physical features and natural resources of a region, and how did they influence the daily life of the native people? (1, 2, 9, 11, 12)
- What are the current political boundaries of North America? (7, 10, 11)
- What are the ways people depend on, adapt to, and alter the physical environment? (1, 2, 9, 10, 11, 12)
- Name the major physical features (biomes and bodies of water) in North America and locate them on a map. (9, 10)
- Name the 50 U.S. states and locate them on a map. (9, 10)

Citizenship and Current Events:

- Why are rules and laws necessary for the well being of a group or community? (1, 2, 4, 6, 7, 11,)
- How do current events influence the daily lives of people? (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><u>1. Native American Culture</u></p> <p><i>Geography and Natural Resources</i></p>	<p>a. Identify the biomes of each region: mountains forests plains tundra desert</p> <p>b. Identify and describe geographic features of North America: continents oceans islands seas peninsula gulf coast mountain range plateau plain lake river valley canyon river mouth sound bay mesa butte</p> <p>c. Identify and explore the natural resources of each region as used by the indigenous people who lived there.</p> <p>d. Understand that the geographic features and natural resources of a region affect the</p>	<ol style="list-style-type: none"> 1. Using a blank map of the United States, create a key, identify states, Native American Regions, biomes, and geographic features. 2. Complete Geographic dictionary. (see attached) 3. Compare cultural characteristics chart for each region with its geographic features 4. Compile pictures and videos of each region and discuss the characteristics of each. 	<ul style="list-style-type: none"> • Rubrics for each student/teacher-generated project • Student maps • Teacher observations (individual and group participation) • Unit quizzes and tests 	

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
	<p>economic development and lifestyle of native cultures.</p> <p>e. Identify and describe features of North America:</p> <ul style="list-style-type: none"> Appalachian Mountains Arctic Circle Arctic Ocean Atlantic Ocean Bering Strait Canada Great Lakes (Huron, Ontario, Michigan, Erie, Superior) Great Plains Greenland Gulf of Mexico Hudson Bay Mexico Mississippi River Mount McKinley North American desert (Mojave, Sonoran, Great Basin, Chihuahaun) Pacific Ocean Rocky Mountains United States <p>f. Understand that flat maps distort the relative size of landforms.</p> <p>g. Use a map key and scale to identify map features and calculate distances on a map of North America.</p> <p>h. Locate and name the fifty states.</p>			

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<i>History</i>	<ul style="list-style-type: none"> i. Locate the major regions of Native American culture. a. Identify the six major cultural regions of Native Americans in North America. b. Understand how contact with others affected existing economies of indigenous peoples. c. Understand that native peoples in the United States' government signed treaties, many of which were later broken. d. Understand that rules existed for the well being of Native American groups and that these varied from group to group. e. Compare and Contrast the cultural characteristics (homes, clothing, shelter, food, transportation, beliefs, arts, etc) of four Native American regions. Teachers will chose at least one tribe from each region and explore the lifestyle as it related to the geography of the area. 	<ul style="list-style-type: none"> 1. Analyze a U.S. map that has Native American regions and identify the symbol or color used to designate that region. Compare this map with a physical map to understand that geographic features often separate these regions. 2. Read and discuss the effect of outside people had on the Native Americans. 3. Research in cooperative groups the customs and rules of various tribes. Share information with classmates in medium of their choice. 4. Divide the class into two groups: the U.S. government and the Native Americans. Give each group 3 major arguments to debate (land, resources, other needs) After each group had expressed their views have them create a treaty that can be 		

		<p>signed by both groups.</p> <ol style="list-style-type: none">5. Fill in cultural characteristics chart for specific groups. (see attached)6. Participate in a cooperative group to research a Native American tribe (see attached) <p>Create a Venn diagram using two or three different tribes.</p>		
--	--	---	--	--

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
	<p>Eastern Woodlands Algonquian Iroquois Oneida Winnebago Pequot Pennebscot Wampanoag Mohawk Pttawa Chippewa Seminole Cherokee Mohegan</p> <p>Plains Sioux Blackfoot Crow Shoshone Araphaho Cheyenne Shawnee Seneca Cherokee Comanche Creek Choctaw Mandan Hidatsa</p> <p>Southwest Pueblo Navaho Hopi Ute Zuni</p> <p>Northwest Coast Haida Tlingit Kwakiutl Tsimshian</p>			

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
	<p><i>Optional Regions</i></p> <p>Great Basin Nez Perce Paiutes</p> <p>Arctic Inuit Aleut Yupik Inyupat</p> <p><i>Enrichment Unit</i></p> <p>Middle America Mayan Aztec</p> <p>Hawaii</p>			

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><u>2. Citizenship and Current Events</u></p>	<p>a. Be able to identify rules and articulate the need for them.</p> <p>b. Understand that laws and rules are made for the well being of a group or community</p> <p>c. Understand that there are processes in place by which citizens may effect change through a system.</p> <p>d. Understand conflict resolution techniques and engage in problem solving activities.</p> <p>e. Understand that the United States Constitution was partly based upon the League of Six Nations (Algonquian).</p> <p>f. Understand how local, state, national, and world events impact the lives of citizens around the world.</p> <p>g. Appreciate the importance of individual achievement in world events.</p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> 1. Formulate class rules to promote good citizenship and academic expectations. 2. Discuss school rules and understand their importance. 3. Generate a list of appropriate strategies to use for conflict resolution and problematic situations that occur in the school setting. 4. Participate in peer mediation. Choose a student news magazine, television show, website and/or newspaper to use as a weekly forum for discussing current events 5. Read about the League of Six Nations and discuss similarities to the United States Constitution. 	<ul style="list-style-type: none"> • Rubrics for each student/teacher-generated project • Teacher observations (individual and group participation) • Evaluation of understanding of news articles (Name the 5 W's and state your opinion about the event.) 	<ul style="list-style-type: none"> • http://www.timeforkids.com , current events) • "Assignment the World" (television program for current events) • http://www.interlog.com/~gilgames/ontnat.htm (League of Six Nations)

--	--	--	--	--