

Hallsville R-IV Elementary

4th Grade Social Studies

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Curriculum Strands

- [History](#)
- [Geography](#)
- [Civic-Political](#)
- [Social-Cultural](#)
- [Economics](#)

Rationale:

Students at this age level need basic content knowledge but also the tools necessary for research. Social studies in the fourth grade is designed to enhance students' development as literate members of society, able to think critically, solve problems and gather and use information.

Course Description:

Social Studies in the fourth grade is taught as part of an integrated, multi-discipline class structure on a daily basis. History: Students are interpreting historical documents and events about Missouri and the United States, and their relationships from the past to the present. Geography: Students look at problems and conditions of different geographic areas (i.e. plains, mountains, etc.) in the United States and how these problems and conditions affect decisions made by the people who live in those areas. In particular they look at the causes and effects of human migration within Missouri and the United States. Government: Students are working on the basic principles of our political system and the rights and responsibilities of citizens in a democratic society through the use of class elections; the use of the democratic process in the classroom; and a trip to the state capitol in Jefferson City. Social-Cultural: Students look at the different cultures within Missouri and the United States. They compare and contrast communities around the state of Missouri with other communities around the United States. Economics: Students are learning about the principles related to money and trade, supply and demand, and goods and services through their Jingle Bell Shop and related lessons.

Concept: Geography

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Topic Objective:
1. All students will demonstrate proficiency in the knowledge of major elements of geographical study (such as location, place, movement, regions) and their relationship to changes to society and the environment.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
1A. Construct and interpret the following maps: * Political * Road * Grid * Product 1B. Locate major Missouri cities, rivers, and bordering states. 1C. Identify and locate the different regions in Missouri (understand the different types of terrain, industry, and wildlife in the area). 1D. Locate the world's continents and oceans. 1E. Describe various ecosystems in Missouri and the United States and draw conclusions about physical factors that influence them.	1.3 1.5 1.8 1.9	SS 5 SS 6 SS 7			1A In groups, students choose 1 type of special purpose map to teach to the rest of the class. 1A Students play Battleship using a grid map. 1A students construct a map of an imaginary land. 1B Create a salt-dough map of Missouri and its geographical features. 1B Write letters to chamber of Commerce of various cities asking for information. 1C Construct a product map of Missouri. 1D Using Smart Board or large unlabeled world map, have students form relay teams to match continents and oceans.	1A Test of Maps (Scoring Guide) 1B (PE) Salt-Dough Relief Map (Scoring Guide) 1D Test on Continents and Oceans 1E Oregon Trail Test 1F, 1G (PE) Collage 1H, 1I (PE) Completed timeline (Scoring Guide) 1J (PE) Venn diagram

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1F. Describe human characteristics of a place (population composition, architecture, kind of economic and recreational activities, transportation and communication.</p> <p>1G. Describe how people are affected by, depend on, adapt to and change their environment.</p> <p>1H. Use geography to interpret the past (e.g., why rivers have played an important role in human transportation)</p> <p>1I. Predict future consequences (e.g., what will likely happened if the population of a city increases considerably)</p> <p>1J. Compare regions (e.g., explain how life in a city region is different from life in a rural region - use terms rural and urban)</p>					<p>1E List the causes and effects of the westward movement on the plains region and its living organisms.</p> <p>1E Use a world map to locate and label forests, mountains, deserts and plains regions.</p> <p>1F, 1G Construct murals depicting differences in regions.</p> <p>1H, 1I Read the story "River Runs through It". Discuss the timeline and how the land has changed. Discuss why the land has changes.</p> <p>1J Make a Venn diagram comparing rural/urban regions and their ways of life.</p>	
<p>Resources:</p> <p>Computers "Missouri Then and Now" "Rivers Run through It"</p>				<p>Instructional Methods:</p>		

Subject: Social Studies

Grade: 4

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

Concept: History

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Topic Objective:
2. All students will demonstrate proficiency in the knowledge of continuity and change in the history of Missouri, the United States, and the world.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage.</p> <p>2B. Locate and describe settlements in Missouri of people of European and African heritage. (use terminology - immigration/immigrants)</p> <p>2C. Outline issues of: * Missouri statehood * Missouri Compromise * Missouri statehood * Why statehood was difficult to obtain * Missouri as a slave state.</p> <p>2D. Summarize the events in westward expansion, including people's motivation, their hardships, buying supplies and Missouri as a jumping-off point to the west.</p>	<p>1.2</p> <p>1.9</p> <p>4.1</p>	<p>SS 2</p> <p>SS6</p>			<p>2A Biography of Famous Missourians:</p> <p>2B Read Aloud: "Coming to America" - Discuss immigration.</p> <p>2B Timeline: Make a timeline of major settlements of Missouri and their impact.</p> <p>2C Timeline: construct a timeline of selected Missouri historical events.</p> <p>2C Missouri Weekly Studies: Discuss major issues of Missouri statehood.</p> <p>2C Mock Debate: Have a mock debate on whether Missouri should have been allowed into the Union as a slave state.</p> <p>2C List arguments for and against admitting Missouri as a free or slave state.</p>	<p>2A Famous Missouri Biography: (Scoring Guide)</p> <p>2B (PE) Venn Diagram: Compare the life of immigrants before and after moving to America. (Scoring Guide)</p> <p>2C Timeline: (Scoring Guide)</p> <p>2D Journal: "Diary of Hattie Campbell" (Scoring Guide)</p> <p>2F (PE) Reflection: Write a reflection stating which side of the war you would have participated in. (Scoring Guide)</p> <p>2J Lewis and Clark Test: (Scoring Guide)</p>

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2E. Evaluate the impact of westward expansion on Indians in Missouri.</p> <p>2F. Describe the habitats, resources, art and daily life of Native American people of the Woodlands, Plains, and Desert.</p> <p>2G.State Missouri's role in the Civil War, i.e. Missouri as a border state.</p> <p>2H. Describe the changes in Missouri since the Civil War in education, transportation and communication.</p> <p>2I. Describe the contributions of historical individuals such as Thomas Jefferson, George Washington, Abraham Lincoln, Martin Luther King.</p> <p>2J. Sequence and describe the importance of: * The Louisiana Purchase * The Lewis and Clark Expedition.</p>					<p>2D Story: Read "Diary of Hattie Campbell", fill out journal entries as if you were going on the trail.</p> <p>2D Newspaper: Make a class newspaper telling about the different events on the trail.</p> <p>2D Essentials: Make some of the essentials from pioneer days such as lye soap, funnel cakes, homemade candles, etc.</p> <p>2E Venn Diagram: Compare the life of the Indians before and after westward expansion.</p> <p>2F Native American Day: Participate in activities including: a feast, sand painting, Native American games, music, rattles and an ending Powwow.</p> <p>2F Artifact: Make a Native American artifact and tell what it is and how it helped the Native Americans.</p> <p>2G, 2H Read "Pink and Say": Discuss the reasons for the Civil War. Discuss how Missouri was a border state.(by Patricia Pollocao)</p>	

Subject: Social Studies

Grade: 4

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					<p>2I Mobiles: Make mobiles to illustrate contributors of Missouri's heritage and their contributions.</p> <p>2J Maps: Color map of land before and after the Louisiana Purchase.</p> <p>2J Video: Watch a video of the Lewis and Clark expedition.</p> <p>2J Performance: Perform a class play depicting the Lewis and Clark Expedition.</p> <p>2J Game: Have students make a game covering the facts about the Lewis and Clark Expedition.</p> <p>2J Graphic Organizer: Create a graphic organizer showing important information about the Lewis and Clark Expedition.</p>	
<p>Resources:</p> <p>Various books Missouri Weekly Studies</p>				<p>Instructional Methods:</p>		

Subject: Social Studies

Grade: 4

Enrichment/ Special Needs:

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Concept: Government

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Topic Objective:
3 All students will demonstrate proficiency in the knowledge of the principles expressed in documents shaping constitutional democracy in the United States; and knowledge of the principles and processes of governance systems.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3A. Identify and explain why Missouri has a constitution and why the state makes and enforces laws.</p> <p>3B. Explain the major purpose of the Constitution and the Rill of Rights.</p> <p>3C. Identify rights included in the Bill of Rights, including freedom of religion, speech and press, to assemble peacefully, to petition the government and to be treated fairly by the government.</p> <p>3D. Describe how authoritative decisions are made, enforced and interpreted within state government.</p> <p>3E. Identify and explain the functions of the three branches of government in the state government.</p> <p>3F. Identify the steps in how a bill becomes a law.</p>	<p>1.2</p> <p>4.2</p> <p>4.3</p>	<p>SS 1</p> <p>SS3</p>			<p>3A Skit: Write a skit that demonstrates what would happen in class without rules. Compare that to what would happen in Missouri/United States without a constitution or the world with out rules and agreements.</p> <p>3B Research: Go on line to "Bens Guide To Government" and research information on the Constitution and Bill of Rights. Write a reflection on the world without rules.</p> <p>3B Poster: Make a poster showing people using their freedoms given to them by the Bill of Rights.</p> <p>3C Illustrate rights in the Bill of Rights, and compile a class book of examples.</p> <p>3D, 3E Brochure: Explaining the three branches of government.</p>	<p>3A (PE) Reflection: Write a reflection explaining what would happen if there was no constitution.</p> <p>3B Freedoms Poster: (Scoring Guide)</p> <p>3D, 3E Brochure: (Scoring Guide)</p> <p>3H (PE) PowerPoint Presentation: Identify the National symbols and explain their meaning(s).(Scoring Guide)</p>

<p>3G. Identify and analyze the democratic principles of governance, as applied to school and community including:</p> <ul style="list-style-type: none">* Protection of individual rights* Promotion of the common good* Election of public officials* Peaceful resolution of disputes. <p>3H. Identify and explain the importance of the flag, Statue of Liberty, Nation's capitol, Pledge of Allegiance, and the National Anthem.</p>					<p>3D, 3E Class Activity: divide the class into the 3 branches of government. Make a law and watch it pass through each of the branches.</p> <p>3F Video: Watch "School House Rocks - Bill Becomes A Law"</p> <p>3G Class Officers: Have class officers -vote on each office.</p> <p>3G Role-play: Peaceful resolutions to disputes.</p> <p>3H Web quest: Complete a web quest showing the symbols of our nation.</p> <p>3H National Symbols: Color the different symbols and write what they mean to our country.</p>	
<p>Resources:</p> <p>Computer/Internet</p>					<p>Instructional Methods:</p>	
<p>Enrichment/ Special Needs:</p>						

Subject: Social Studies

Grade: 4

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Concept: Economics

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Topic Objective:
4. All students will demonstrate proficiency in the knowledge of economic concepts (including productivity and market system) and principles (including the laws of supply and demand).

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
4A. Define basic economic terminology: * Scarcity * Opportunity cost: Trade/bartering * Natural, capital and human resources. 4B. Compare saving and investment. 4C. Explain supply and demand. 4D. Interpret the past, explain the present and predict the future consequences of economic decisions (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment) 4E. Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales tax.	3.2 3.8	SS 4			4A, 4C Jingle Bell Shop: Set prices for the 4th grade run business. Discuss terms such as supply and demand, scarcity, resources. 4B, C Discuss the differences and connections between saving and financial investment. Students design posters that define (in their own words) and illustrate these two economic concepts. 4A, 4C Exchange City: Students travel to Kansas City (Exchange City) to run their own businesses. 4C Invite an owner of a local store that sells something popular with students (skateboards, bicycles, etc.) to speak to the class about how supply and demand affects his/her business. 4A During Native American Unit, discuss how they traded/bartered for goods instead of using money.	4A Jingle Bell Shop Test: 4A (PE) Exchange City Field Trip: 4B (PE) Presentation: Write a reflection after the presentation by the local bank. (Scoring Guide)

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>4F. Explain how decisions of households, businesses and governments affect others.</p>					<p>4A Collage: Make a collage separating natural, capital, and human resources.</p> <p>4B Presentation: Speaker from local bank presents to students.</p> <p>4D Reflection: Discuss last years profit for the Jingle Bell shop. Decide how we will change to make more of a profit. Write a reflection on the changes that were made.</p> <p>4D Students construct a decision-making grid to illustrate the process used to make a difficult decision. Explain the possible consequences of the decision.</p> <p>4E Map: Using a map, color the items paid for by state and government taxes.</p>	
<p>Resources:</p> <p>Jingle Bell Shop and products Exchange City/Kansas City Speaker from local bank Various magazines</p>				<p>Instructional Methods:</p>		

Subject: Social Studies

Grade: 4

Enrichment/ Special Needs:

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T = Technology Skills

Concept: Social/Cultural

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Topic Objective:
5. All students will demonstrate proficiency in the knowledge of relationships of individuals and groups to institutions and cultural traditions.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
5A. Analyze how needs are met by groups and organizations (e.g. governments, businesses, schools, etc.) 5B. Evaluate constructive processes or methods for resolving conflicts. 5C. Identify the common physical, social, and emotional needs of human beings and how those needs are met in different ways in different cultures.	1.4 1.8 3.2	SS 2			5A Online: Go online to "Bens Guide To Government" to find how different needs are being met. 5B Skit: Participate in skits depicting peaceful resolution of conflicts. 5C. Collage: Use magazine pictures to create a collage of how our needs are being met and another to show how those same needs are met in other cultures - compare the two.	5B Skits: (Scoring Guide) 5C Collage: (Scoring Guide)

Resources:

Computer
 Various magazines

Instructional Methods:

Enrichment/ Special Needs:

Subject: Social Studies

Grade: 4

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