

## School District of Springfield Township

| GRADE LEVEL – FOURTH GRADE  |   |  |
|---|---|--|
| UNIT NUMBER: 1  | UNIT TITLE: U. S. CONSTITUTION DAY  | UNIT LENGTH: 1-2 WEEKS   |
| <b>ESSENTIAL QUESTION: HOW DO YOU KNOW YOUR RIGHTS AS A U.S. CITIZEN?</b>         |   |  |
| <b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO</b>                          |   |  |
| KNOW:   | UNDERSTAND:   | DO:  |
| The U. S. Constitution has a preamble, body, and amendments.                      | The preamble introduces the Constitution and explains why it was written.<br><br>Amendments clarify and add rights. | Write a constitution for the classroom which lists the rights and responsibilities of the students.<br>(Teacher reads <i>We the Kids</i> .)  |
| The U.S. Constitution is the written plan for our government.                     | The U.S. Constitution was written in 1787, and is still the “law of the land” today.                                | Read information about U.S. Constitution   |
| Amendments can be added to the U.S. Constitution to change it as the need arises. | Amendments were added to guarantee the rights of citizens and to list any changes in what the government can do.    | Paraphrase the amendments<br><br>Play the “Bill of Rights” game at the Constitution Center website<br><br>Construct posters “advertising” the important points of amendments that guarantee the rights of U.S. citizens. |
| Citizens of the United States have rights that are guaranteed.                    | Free speech and the right to assemble are important rights guaranteed by the U.S. Constitution                      | Exercise rights to free speech and to assemble peaceably by marching outside the school.   |

KEY Vocabulary: *preamble, rights, responsibilities, constitution, amendment, guaranteed*

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### WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

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| 5.1 | Principles and Documents of Government     |
| 5.2 | Rights and Responsibilities of Citizenship |
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#### Assessment of unit: -Think Dots: United States Constitution

- Think Dots: United States Constitution
- Newspaper Article about the March
- *Why the Constitution Is a Written Document*

#### Resources for unit: <http://constitutioncenter.org/BillOfRightsGame/Final.swf>

[http://www.constitutioncenter.org/ncc\\_edu\\_Landing.aspx](http://www.constitutioncenter.org/ncc_edu_Landing.aspx)

- Information handout about U. S. Constitution
- List of Amendments to the U. S. Constitution
- *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow

-*Sshh! We're Writing the Constitution* video on Discovery Education -  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=E74A0862-A64E-4B06-B78D-EC0537A8AFFC&blnFromSearch=1&productcode=US>

-Schoolhouse Rock: Preamble <http://www.schoolhouserock.tv/Preamble.html>

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### Lessons - United States Constitution

**Course Name:** Social Studies

**Grade Level:** 4

**Unit Title:** United States Constitution

**Unit Length:** 2 weeks

**Unit Essential Question:** How do you know your rights as a U. S. Citizen?

**Lesson Title:** Parts of the Constitution

**Lesson Key Vocabulary:** *constitution, preamble, amendments, government, freedom, independence*

**Know:** The US Constitution is comprised of the preamble, body, and amendments

**Understand:**

- The preamble is the introduction, the body lists the laws, and amendments are changes that have been made.
- Rules and laws are important in the classroom, school, community, state, and nation.

**Do:** Identify the 3 main parts of the constitution and differentiate the purposes of each part.

**Learning Activities:**

- Write a written constitution for the classroom which lists rights and responsibilities of students.
- Read, *We the Kids*

**Formative Assessment:** Student work

**Resources:** Copy of the Constitution

*We the Kids*

Red book (lesson 19)

**Lesson Title:** Purpose of the United States Constitution

**Know:** The US Constitution is the written plan for our government.

**Understand:**

- The US Constitution, written in 1787, still provides the frameworks for how our government functions, including the responsibilities of the 3 branches
- Certain values shape our government and its laws...justice, truth, common good, liberty, and leadership.

**Do:**

- Read information about the US Constitution
- Visit the US Constitution website

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- Write the preamble in modern language

### **Learning Activities:**

- Preamble writing

**Formative Assessment:** Student work

**Resources:** Copy of the Constitution  
*website*

**Lesson Title:** Amendments to the United States Constitution

**Lesson Key Vocabulary:** *amendments, Bill of Rights, ratify*

**Know:** Amendments can be added to the Constitution to change it as needed; there are currently 27 amendments.

### **Understand:**

- Amendments were added to guarantee the rights of citizens and to list any changes in what the government can do

### **Do:**

- Play “Bill of Rights” game
- Construct posters advertising the important points of amendments that guarantee the rights of US citizens

### **Learning Activities:**

- Game
- Poster construction

**Formative Assessment:** Game

**Resources:** “Bill of Rights” game  
Copy of amendment paper

**Lesson Title:** History of the US Constitution

**Lesson Key Vocabulary:** *delegates, Constitutional Convention, Independence Hall, framers*

**Know:** There was a need to create a national plan for the new nation; this plan was laid out during the Constitutional Convention.

### **Understand:**

- New countries require a central government that operates with certain powers
- These powers are outlined in a constitution

### **Do:**

- Read supplement lesson 20

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- Create and role play a classroom constitutional convention focusing on classroom rules

### **Learning Activities:**

- Classroom constitutional convention

**Formative Assessment:** Student work

**Resources:** Supplemental book (103-107)

**Lesson Title:** Guaranteed Rights

**Know:** Citizens have rights that are guaranteed.

**Understand:**

- Free speech and the right to assemble are important rights guaranteed by the US Constitution

**Do:**

- Students exercise their rights to free speech and to assemble peaceably by marching outside the school

**Learning Activities:**

- Constitution walk

**Formative Assessment:** Posters and Constitution walk

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| GRADE LEVEL: 4 <sup>TH</sup> GRADE   |  |  |
|--|--|--|
| UNIT NUMBER: 2   | UNIT TITLE: GEOGRAPHY OF PENNSYLVANIA                    | UNIT LENGTH: 4 WEEKS   |
| <b>ESSENTIAL QUESTION: WHAT MAKES THE NORTHEAST REGION AND PA SPECIFICALLY DIFFERENT FROM OTHER U.S. GEOGRAPHIC REGIONS?</b>   |  |  |
| <b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO</b>   |  |  |
| KNOW:  | UNDERSTAND:  | DO:  |
| PA's location on a map<br>PA's region  | Difference between a state and a region                  | Locate PA on a map; identify the region where PA is located  |
| States surrounding PA: OH, Lake Erie, NY, NJ, DE, MD, and WV   |  | Identify the surrounding states  |
| 3 major rivers systems: Ohio, Susquehanna, and Delaware  | Roles played by rivers and river systems                 | Identify the major rivers on a map   |
| PA is divided into 5 regions: <ul style="list-style-type: none"> <li>• Erie Plain</li> <li>• Allegheny Plateau</li> <li>• Ridge and Valley</li> <li>• Piedmont</li> <li>• Atlantic Coastal Plain</li> </ul> Landforms existing in each regions | Factors making each region unique                        | Identify the regions of PA on a map<br><br>Create a map that displays the major regions<br><br>Participate in a group activity designed to become the "expert" on one particular region of PA (jigsaw) |
| Major urban areas of PA  |  | Identify the major urban areas of PA on a map<br><br>Create a map that displays surrounding states, river systems, urban areas   |
| Natural resources found in PA <ul style="list-style-type: none"> <li>• Minerals (oil and natural gas)...non-renewable</li> <li>• Coal...non-renewable</li> </ul>   | Difference between renewable and non-renewable resources | Identify the natural resources and describe their uses   |

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|---|--|--|
| <ul style="list-style-type: none"> <li>• Rivers...renewable</li> <li>• Forests...renewable</li> </ul> |  |  |
|---|--|--|

KEY Vocabulary: *geography, region, plain, plateau, ridge, valley, piedmont, coastal, natural resource, renewable, non-renewable, conservation, pollution*

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| <b>WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?</b> |  |
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| 7.1 | Basic Geography                                |
| 7.2 | Physical characteristics of places and regions |
| 7.3 | Human characteristics of places and regions    |
| 7.4 | Interactions between people and environment    |
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**Assessment of unit:** end of unit test

**Resources for unit:** -NE Region SmartBoard lesson in Groups folder

-*Our Pennsylvania Story* (Student activity book)

-*Pennsylvania: Our People, Places, and Past*

-*Pennsylvania: Our People, Places, and Past* (Student activity book)

-*Regions Near and Far*

-Maps and Organizers

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### Lessons – Geography of Pennsylvania

**Course Name:** Social Studies

**Grade Level:** 4

**Unit Title:** Geography of Pennsylvania

**Unit Length:** 2-3 weeks

**Unit Essential Question:** WHAT MAKES THE NORTHEAST REGION AND PA SPECIFICALLY DIFFERENT FROM OTHER U.S. GEOGRAPHIC REGIONS?

**Lesson Title:** Pennsylvania Location

**Lesson Key Vocabulary:** *border, boundary, states, country, continent, region, northeast, east, west, north, south, chimney corner, natural border, political border*

**Know:** The location of Pennsylvania and United States on a globe and on a map

**Understand:** Pennsylvania's location in the country and the world...part of northeast region, United States, and North America

**Do:** Find and identify Pennsylvania on a globe and map.

**Learning Activities:**

- Complete both US map and begin region map

Formative Assessment: Student work

**Resources:** googlemaps, globe, maps, red book, supplement book, country map, region map

**Lesson Title:** Pennsylvania-Bordering states and lakes

**Lesson Key Vocabulary:** *Delaware, New York, Ohio, West Virginia, Maryland, New Jersey, Lake Erie*

**Know:** Pennsylvania is surrounded by 6 states and one of the Great Lakes

**Understand:** Pennsylvania's location in relation to its neighboring states and Great Lake

**Do:** Identify the surrounding states and Lake Erie on a map. Read and discuss neighboring states.

**Learning Activities:**

- Finish region map

Formative Assessment: Student work

**Resources:** map, student maps, googlemaps, red book page 7

**Lesson Title:** Pennsylvania's landforms and river systems

**Lesson Key Vocabulary:** *river system, physical feature, sea level, mountain ridge, plateau, plain, valley, elevation*

**Know:** Pennsylvania contains 3 major river systems and a variety of landforms

**Understand:** Pennsylvania's river systems are the Ohio, Susquehanna, and Delaware. Pennsylvania's landforms include mountain ridges (Appalachian chain), and features that are above sea level (plateau)

**Do:** Identify major river systems and landforms on a map. Read about major waterways in PA (red book pages 24 and 25)

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### Learning Activities:

- Label the region map
- Complete activity 4 in Student Activity Book

Formative Assessment: Student work

**Resources:** student map, red book (both text and workbook); activity 16 in red workbook

**Lesson Title:** Pennsylvania's major Urban Areas

**Lesson Key Vocabulary:** *city, urban, Philadelphia, Pittsburgh, Harrisburg, State College, Scranton, Erie*

**Know:** Pennsylvania contains many important, large urban centers

**Understand:** The major cities in Pennsylvania are Philadelphia, Pittsburgh, Harrisburg, Scranton, and Erie. Each city has unique traits.

**Do:** Read about the urban areas in red book (22-23). Identify major cities on a PA map, and state their contributions to the state and the country.

### Learning Activities:

- Identify major cities on the region map

Formative Assessment: Student work

**Resources:** region map, red book; activities 14 and 15 in red activity book

**Lesson Title:** Pennsylvania Geographic regions

**Lesson Key Vocabulary:** *piedmont, coastal*

**Know:** Pennsylvania has 5 distinct geographic regions

**Understand:** Pennsylvania is divided into 5 regions: Erie Plain, Allegheny Plateau, Ridge and Valley, Piedmont, and Atlantic Coastal Plain

**Do:** Identify and locate the 5 regions on a map. Describe the regions. Associate each vocabulary word with its respective meaning.

### Learning Activities:

- Read pages 12-13 in red book
- Split students into 5 groups....each group is responsible for researching a prescribed region of Pennsylvania, and creating a presentation on the region.
- Other students are responsible for learning about the other 4 regions from their classmates.

Formative Assessment: Group presentation

**Resources:** Culturegrams, com, red book, blue book, notetaker

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| UNIT NUMBER: 3   | GRADE LEVEL 4 <sup>TH</sup> GRADE<br>UNIT TITLE: ECONOMICS  | UNIT LENGTH: 3 WEEKS   |
|--|---|--|
| <b>ESSENTIAL QUESTION: WHAT IS THE BASIS FOR PENNSYLVANIA’S ECONOMY, AND HOW IS IT AFFECTED BY GLOBALIZATION?</b>  |   |  |
| <b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO</b>   |   |  |
| KNOW:  | UNDERSTAND:   | DO:  |
| <ul style="list-style-type: none"> <li>• Pennsylvania’s farms and forests produce products that are sold throughout the world.</li> <li>• Pennsylvania is an important producer of fuel, glass and other products.</li> <li>• Pennsylvania has resources that are nonrenewable and renewable.</li> </ul> | <p>Pennsylvania is integral part of the economy of the Northeast region, U.S., and world due to its natural resources and what it produces.</p>   | <ul style="list-style-type: none"> <li>• Sort--SMART notebook or paper activity sort identifying products native to Pennsylvania versus not.</li> <li>• Additional sort of renewable versus nonrenewable resources native to Pennsylvania.</li> </ul>  |
| <p>During the industrial revolution, Pennsylvania led the nation in producing textiles, coal, oil, lumber, aluminum, steel, glass, and food products.</p>  |   | <ul style="list-style-type: none"> <li>• Identify pivotal people who led business during the industrial revolution and read their biographies.</li> <li>• Create a poster, comic, or display representing their character.</li> </ul>  |
| <p>PA public and private revenues are used to sustain and improve the local community.</p>   | <ul style="list-style-type: none"> <li>• Tax revenue from U.S., state, and local sources provides funding for our schools, roads, community safety and local infrastructure.</li> <li>• A portion of money earned from Pennsylvania businesses stays in the community and supports our local activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Write letters to local politicians acknowledging and thanking them for the goods and services valued by the student.</li> <li>• Research local businesses and how they impact the community. Create one thank you poster from each class to display at the business.</li> </ul> |

KEY Vocabulary: *competition, consumer, goods, interdependence, market, needs, price, producer, public goods, resources, scarcity, supply, wants.*

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### WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

|         |   |
|---------|---|
| 6.1.4.A | Identify scarcity of resources in a local community.                  |
| 6.1.4.B | Explain the role of producers in making goods and providing services. |
| 6.2.4.A | Explain how a product moves from production to consumption.           |
| 6.2.4.B | Explain how sellers compete with one another.                         |
| 6.2.4.E | Explain why local businesses open and close.                          |
| 6.3.4.C | Explore ways in which tax revenues are used in a local community.     |
| 6.4.3.D | Identify local resources; e.g., renewable and non-renewable.          |

#### Assessment of unit: Unit test

- *Our Pennsylvania Story*, Activity Book, p. 8 (“Our Natural Resources”), p. 28 (“Needs and Wants”)
- *Our Pennsylvania Story*, Test 5 (“Our Natural Resources”), 7 (“Farms and Forest”), 8 (“Our Minerals and Fossil Fuels”), 12 (“Our Products Made in Pennsylvania”), 26 (“Pennsylvania and the Industrial Revolution”) combined as a unit test

#### Resources for unit:

- *Our Pennsylvania Story*, pp. 14-15 – “Our Natural Resources”
- *Our Pennsylvania Story*, pp. 18-19 – “Farms and Forest”
- *Our Pennsylvania Story*, pp. 20-21- “Our Minerals and Fossil Fuels”
- *Our Pennsylvania Story*, pp. 28-29 – “Our Products Made in Pennsylvania”
- *Our Pennsylvania Story*, pp. 56-57 – “Pennsylvania and the Industrial Revolution”
- *Pennsylvania Yesterday and Today*, pp. 10-17 – “Natural Resources”
- *Pennsylvania Yesterday and Today*, pp. 110-119 – “Industrial Giant”

# School District of Springfield Township

## Lessons - Economics

**Course Name:** Social Studies

**Grade Level:** 4

**Unit Title:** Economics

**Unit Length:** 3 weeks (6 days)

**Unit Essential Question:** What is the basis for Pennsylvania's economy, and how is it affected by globalization?

**Lesson Title:** Pennsylvania's Natural Resources

**Lesson Key Vocabulary:** *natural resource, renewable, non-renewable*

**Know:** Pennsylvania is full of natural resources that are used to make products for world consumption

**Understand:**

- Pennsylvania's farms and forests create products that are sold throughout the world
- Pennsylvania's minerals, including coal, have many important uses
- Pennsylvania's river systems have a variety of uses
- Pennsylvania has non-renewable and renewable resources

**Do:**

- Identify the natural resources of Pennsylvania and products made from them
- Sort renewable vs. non-renewable resources

**Learning Activities:**

- Reading in the blue book
- Complete Pennsylvania natural resources organizer

**Formative Assessment:** Student work

**Resources:** Blue book pages 10-17

**Lesson Title:** Pennsylvania's Industrial History

**Lesson Key Vocabulary:** *revolution, industry, products, services, factories*

**Know:** Pennsylvania played a big role in the Industrial Revolution

**Understand:**

- Pennsylvania led the nation in producing textiles, coal, lumber, oil, aluminum, steel, glass, and food

**Do:**

- Identify pivotal industrial leaders during this time
- Create a display (poster, comic, etc.) representing a person and an industry

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### **Learning Activities:**

- Read in red book
- Activities 36 and 37 in workbook

**Formative Assessment:** Poster creation; student work

**Resources:** Red book pages 56-57

**Lesson Title:** Pennsylvania's Modern Industries

**Lesson Key Vocabulary:** *human-made, manufacturing plants*

**Know:** Today Pennsylvania is an important part of the region, US, and world economies

**Understand:**

- Pennsylvania current main industries include metal, cloth, food products, and minerals

**Do:**

- Identify the main industries in Pennsylvania
- Provide a relevant, modern use for a given industry

### **Learning Activities:**

- Read in red book
- Ongoing classroom economy
- Create an ad for a current industry

**Formative Assessment:** Student work

**Resources:** Red book pages 28-29

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| UNIT NUMBER: 4   | UNIT TITLE PA GOVERNMENT                                | GRADE LEVEL  |
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| <b>UNIT LENGTH: 1-2 WEEKS</b>  |   |  |
| <b>ESSENTIAL QUESTION: WHY DO WE NEED STATE GOVERNMENT?</b>  |   |  |
| <b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO</b>   |   |  |
| KNOW:  | UNDERSTAND:   | DO:  |
| Functions and roles of government<br>Legislative branch decides which bills become laws<br>Judicial branch decides which laws are fair and constitutional<br>Executive branch enforces laws, approve or veto bills | Balance of power  | <ul style="list-style-type: none"> <li>• Describe what government is</li> <li>• Explain why government is necessary in the classroom, school, community, state, and nation</li> <li>• Identify the roles of the three branches of government</li> </ul>              |
| Courts apply laws and determine whether actions are constitutional and legal   | Importance of the courts to society                     | <ul style="list-style-type: none"> <li>• Identify ways courts resolve conflicts involving principles and ideals of government</li> <li>• Explain the benefits of following rules and laws and the consequences of violating them</li> </ul>                          |
| State leaders are elected officials that represent Pennsylvania citizens   | Why we need state leaders                               | <ul style="list-style-type: none"> <li>• Identify positions of authority at school and in local, state, and national government</li> <li>• Identify the importance of political leadership and public service in the school, community, state, and nation</li> </ul> |
| The legislative branch is comprised of both the House of Representatives and Senate  | Representative bodies make local and Pennsylvania laws. | <ul style="list-style-type: none"> <li>• Identify the elected representative bodies responsible for making local and Pennsylvania laws</li> </ul>  |

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| Role of elections   | An election is the democratic process of electing state officials | <ul style="list-style-type: none"> <li>• Conduct a mock election</li> </ul> |
| State symbols include the state flag, state seal, state song, plants, animals, etc. |   | <ul style="list-style-type: none"> <li>• Identify state symbols</li> </ul>  |

KEY Vocabulary: *government, national, capital, capitol, Governor, senators, representatives, judges, executive, legislative, judicial, county, cities, townships*

| WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT? |  |
|---|--|
| 5.1   | Principles and documents of government     |
| 5.2   | Rights and responsibilities of citizenship |
| 5.3   | How government works                       |
| 6.3   | Functions of government                    |
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**Assessment of unit:** Harrisburg Passport

**Resources for unit:** Harrisburg power point presentations, government websites, Eno board lessons, Our Pennsylvania Story Textbooks, Schoolhouse Rocks (The Three Rings of Government <http://www.schoolhouserock.tv/ThreeRing.html> & I'm Just a Bill <http://www.schoolhouserock.tv/Bill.html>), Graphic Organizers, Flow Charts

- Trip to Harrisburg

## Lessons – Pennsylvania Government

**Course Name:** Social Studies

**Grade Level:** 4

**Unit Title:** PA Government

**Unit Length:** 1-2 weeks

**Unit Essential Question:** Why do we need state government?

**Lesson Title:** Branches of State Government

**Lesson Key Vocabulary:** *state government, capital, lieutenant governor, cabinet, General Assembly, House of Representatives, Senate, bill, veto, executive, legislative, judicial*

**Know:**

- Pennsylvania government is divided among three branches: Executive, Judicial, and Legislative
- Each branch has a role/function in the government
- Each office is elected for a specific number of years (terms)
- State leaders are responsible for creating, enforcing, and upholding state laws
- State leaders determine which bills become law

**Understand:**

- Functions of government
  - Legislative: decides which bills become laws
  - Judicial; decides if laws are fair and constitutional
  - Executive: enforces laws, approves/vetoes bills
- State leaders are elected and represent PA citizens
- Legislative branch is comprised of both House of Representatives and Senate
- Senators are elected for a term of 4 years; representatives 2 years, and governor for 4-8 years (2 terms max): justices serve 10 years
- There are 50 state senators and 203 representatives
- There are 7 Supreme Court justices

**Do:**

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- Describe the roles of the state leaders
- Explain why government is necessary for the state
- Identify the parts of the state government

### **Learning Activities:**

- Discussion and whole group exploration of power point
- Branches of government role play...class will be divided into government roles

**Formative Assessment:** PA Passport

**Resources:** Government power point

Copied government reading

School House Rocks: *Bill to Law*

**Lesson Title:** Harrisburg: State Capitol Building History

**Lesson Key Vocabulary:** *Harrisburg, architecture, rotunda, Moravian mosaic tiles, mural*

**Know:**

- The capital building is made up of a variety of artistic structures, including murals, statues, tiles, and stained glass windows
- The capital was built as a palace of art
- All artists were native to PA

**Understand:**

- The location and importance of each artistic structure and style

**Do:**

- Identify the different structures and styles of the capital

**Learning Activities:**

- Capitol building scavenger hunt (at the Capitol building)

**Formative Assessment:** PA Passport

**Resources:** Harrisburg power point

*Virtual Tour*

**Lesson Title:** History of Harrisburg

**Lesson Key Vocabulary:** *industry, canal system, plague*

**Know:**

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- Pennsylvania's capital has been moved twice: from Philadelphia to Lancaster, and from Lancaster to Harrisburg
- Certain events and variables prompted the capital moves

### **Understand:**

- The variables and events that caused the move including the plague, overcrowding, industry, and location (proximity to a major river)

### **Do:**

- Identify the events and variables that led to the capital from Philadelphia to Lancaster to Harrisburg

### **Learning Activities:**

- Write a cause/effect paragraph

**Formative Assessment:** PA Passport

**Resources:** power point

**Lesson Title:** Who's Who in State Government

**Lesson Key Vocabulary:** *governor, lieutenant governor, senator, representative, supreme court justice, constituent*

### **Know:**

- Pennsylvania's current governor/lieutenant governor
- Springfield Township Representative
- State Senator

### **Understand:**

- State leaders are elected by citizens and served a specific term (#of years).....see branches of government above
- State leader serve the public and have specific roles

### **Do:**

- Identify the current state leaders and their biographical information
- Understand that leaders work for the common good and the interest of their constituents

### **Learning Activities:**

- Mock budget for allocation of community resources
- State leader profile page

**Formative Assessment:** PA Passport

**Resources:** Harrisburg power point  
Virtual tour

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| <b>GRADE LEVEL: 4</b>   |  |   |
|---|--|---|
| <b>UNIT NUMBER: 5</b>   | <b>UNIT TITLE: HISTORY THROUGH BIOGRAPHY</b>   | <b>UNIT LENGTH: QUARTER</b>   |
| <b>ESSENTIAL QUESTION- HOW HAVE THE PEOPLE OF PENNSYLVANIA HELPED SHAPE AMERICAN HISTORY?</b>   |  |   |
| <b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO</b>  |  |   |
| <b>KNOW:</b>  | <b>UNDERSTAND:</b>   | <b>DO:</b>  |
| <p>Individuals from Pennsylvania have shaped our country's history in many areas of society:</p> <p>James Buchanan, Andrew Carnegie, Edwin Drake, Charles Duryea, Oliver Evans, Benjamin Franklin, Robert Fulton, Charles Hale, Mary Hays, Henry Heinz, Milton Hershey, William Kelly, Samuel Kier, General George Meade, Gouverneur Morris, Lucretia Mott, William Penn, Queen Alliquippa, Johan Printz, Betsy Ross, Jonas Salk, Thaddeus Stevens, George Westinghouse, John Wanamaker, Frank Woolworth, Friedrich von Steuben</p> | <p>The accomplishments of Pennsylvanians from all different fields are still helping America grow.</p> | <p>Detail the accomplishments of famous Pennsylvanians by way of research</p>   |
|   | <p>The accomplishments of others directly affect the society we live in.</p>                           | <p>As a grade level, create a time line of the famous Pennsylvanians<br/>Each classroom recreates the different time periods in which the research subject lived.</p> |

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| <p>Lincoln's "Gettysburg Address"<br/>(Gettysburg National Cemetery dedication)</p> | <p>The 272 words in this speech are considered a rededication to the principles on which the country was founded:<br/>"Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that 'all men are created equal'...We here highly resolve these dead shall not have died in vain; that the nation shall have a new virth of freedom, and that government of the people by the people for the people shall not perish from the earth."</p> | <p>Identify and explain the Pennsylvania context for the speech</p> <p>Paraphrase the speech</p>                    |
|   |  | <p>Carousel across the grade level to gather information about the Pennsylvanians assigned to other classrooms.</p> |

KEY Vocabulary: *primary and secondary sources, documents, artifacts*  
Subject and time period specific vocabulary words

| WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT? |  |
|---|--|
| 8.1.4.B   | Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events |
| 8.1.4.C   | Identify a research topic and develop questions relating to the research topic   |
| 8.2.4.C   | Explain how continuity and change in Pennsylvania history have influenced personal development and identity            |
| 8.2.4 B   | Locate historical documents , artifacts, and places critical to Pennsylvania history                                   |
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**Assessment of unit:** Completed research, presentation of timeline, participation in time period stimulation, information gathered during carousel

**Resources for unit:** internet, research materials

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|---|---|--|
| <b>GRADE LEVEL: FOURTH GRADE</b>                                |   |  |
| <b>UNIT NUMBER: ONGOING</b>                                     | <b>UNIT TITLE: CURRENT EVENTS</b>                       | <b>UNIT LENGTH: ONGOING</b>  |
| <b>ESSENTIAL QUESTION: WHAT IS GOING ON IN THE WORLD TODAY?</b> |   |  |
| <b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO</b>        |   |  |
| <b>KNOW:</b>  | <b>UNDERSTAND:</b>                                      | <b>DO:</b>   |
| Events of the world are constantly changing                     | The events of the world today become tomorrow's history | Read <u>Time for Kids</u> Magazine and complete various activities |
|   |   | Make connections with other topics of study                        |
|   |   | Locate places on map and globe                                     |
|   |   | Identify fact, opinion, and multiple points of view                |

KEY Vocabulary: per *Time for Kids* articles

|  |  |
|--|--|
| <b>WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?</b> |  |
| 8.1.4A   | Identify the different between past, present, and future using timelines and/or other graphic representations. |
| 8.1.4B   | Identify fact, opinion, multiple point of view and primary sources as related to historical events.            |
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## School District of Springfield Township

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**Assessment of unit:** *activities, discussions, reflection journals*

**Resources for unit:** Time for Kids magazine, [www.TFK.com](http://www.TFK.com)