



## Grade 4 Unit 3 - A Recipe for Democracy

### Unit Focus

The theme of this unit continues with the larger course theme which considers "What is freedom?" Students will make the connection between the Declaration of Independence, freedom, and the purpose of government. Looking through this document, students will need to both understand and critique the colonial argument for Independence. Referencing concepts from the previous unit, including the challenges and opportunities of the colonial citizens, students will learn about the difficulties of state vs. federal power when establishing a new nation's Constitution. Students will investigate the Articles of Confederation, the Constitutional Convention and its writers, the Constitution, and the Bill of Rights to better understand the structure and function of the federal government and a Constitutional Republic. US government, through the three branches of government and some of the elements in place to check and balance power, will be dissected by the students. Ultimately, students will be able to see how some of the initial concepts and purpose of a representative democracy result from citizens looking to balance personal freedoms with the common good. All this can be realized through an analysis of the Bill of Rights and selected Amendments which help to define today's "We the People". With a better understanding of the roles and responsibilities of citizenship, fourth graders will demonstrate the importance of civic duty and its role in communities. These young Americans will be asked to demonstrate the true meaning of freedom and examples throughout this nation's history which have helped to define, for different groups, this unalienable right. Putting these lessons into action, the class may take on a local issue or evaluate a law and look at the role of government in the process.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Performance Standards</b>  <i>Social Studies : 4</i>  <b>1010840 DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRY</b></p> <ul style="list-style-type: none"> <li>• INQ.3--5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</li> <li>• INQ.3--5.4 Explain how supporting questions help answer compelling questions in an inquiry.</li> <li>• INQ.3--5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</li> </ul> <p><b>1010846 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</b>  <i>1010854 Geography</i></p> <ul style="list-style-type: none"> <li>• GEO.4.2 Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</li> </ul> <p><b>1010867 DIMENSION 3: EVALUATING SOURCES &amp; USING</b></p>	<p>T1 Trace key events, statistics, and development of ideas/innovations over time to determine patterns</p> <p>T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective (<i>Collective Intelligence, Product Creation</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U2 Individuals and groups create change based on action and the spread of ideas.</p> <p>U3 Rules, laws, and processes are created by people and can be changed by people.</p>	<p>Q1 What is freedom and how did it change through the American Revolution?</p> <p>Q2 What is the purpose of government?</p> <p>Q3 How do we balance personal freedoms and the common good?</p> <p>Q4 How does power impact the function of government?</p>

## STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<b>EVIDENCE</b> <ul style="list-style-type: none"> <li>• INQ.3--5.9 Use evidence to develop claims in response to compelling questions.</li> <li>• INQ.3--5.8 Identify evidence that draws information from multiple sources in response to compelling questions.</li> </ul> <i>1010872 DIMENSION 4: COMMUNICATING CONCLUSIONS &amp; TAKING INFORMED ACTION</i> <ul style="list-style-type: none"> <li>• INQ.3--5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional and global problems at various times and places.</li> <li>• INQ.3--5.14 Critique explanations.</li> <li>• INQ.3--5.13 Critique arguments.</li> </ul> <i>Social Studies : 5</i> <i>1010887 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</i> <i>1010888 Civics</i> <ul style="list-style-type: none"> <li>• CIV.5.3 Identify core civic virtues and democratic principles that guide government, society and communities.</li> <li>• CIV.5.4 Explain how policies are developed to address public problems.</li> <li>• CIV.5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</li> </ul> <i>1010901 History</i> <ul style="list-style-type: none"> <li>• HIST.5.3 Use information about a historical source, including the maker, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a particular topic.</li> </ul> <b>Student Growth and Development 21st Century Capacities Matrix</b> <i>Collaboration/Communication</i> <ul style="list-style-type: none"> <li>• Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</li> <li>• Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.</li> </ul>	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
K1 The principles of freedom and independence (from the Declaration of Independence)  K2 State vs. Federal Government  K3 The US Constitution and structure of government  K4 Direct vs. Representative Democracy Separation of Powers, Checks and Balances, and the three branches.  K5 Bill of Rights and key Amendments  K6 Vocabulary: Declaration, Independence, Government, Democracy, federal, republic, Constitution, compromise, Legislative, Executive, Judicial, supreme, ratify, rights, articles, confederation, citizenship, representative, amendment, liberty, right, privilege	S1 explaining through concepts how a compelling question is answered,  S2 determining useful information about a historical source  S3 explaining why individuals and groups have differing perspectives  S4 explaining connections among historical contexts and people's perspectives at the time  S5 explaining probable causes and effects  S6 explaining how groups of people make rules to create responsibilities and protect freedoms  S7 identifying core civic virtues and democratic principles  S8 explaining how policies are developed to address public problems  S9 Identifying and using evidence from multiple sources to develop claims  S10 critiquing arguments and explanations  S11 drawing on disciplinary concepts to address problems	