



Grade 4 - Unit 1 - Historians Exploring the Past

Unit Focus

This unit's focus on native peoples and their settlements will help to establish the foundation for students' understanding of the yearlong theme of "How people's choices and actions affect others." The class will use an introductory lesson to explore how choices and actions lead to both problems and solutions in the students' own community. As students begin to understand the social studies and historical thinking/investigation through an identification of the types of resources and evidence historians use, they will be introduced specifically to the field of history and what it means to be a historian. They will explore cultural components of the eastern woodland native people including the Wampanoag, Pequot, and Iroquois and how these tribes used their natural resources to survive and thrive in a particular location and environment. This will help to determine how a geographic location contributes to the way in which people live. Students will also have the opportunity to look at the European peoples, from Columbus to the Pilgrims, journeying to this new land and interacting with the native peoples. Evaluating multiple primary source artifacts and other resources will help students accurately ask and answer questions about various peoples, settlements, and significant events. Students will also investigate, through different viewpoints and perspectives, the interaction among colonial European settlers and native peoples in order to begin to develop arguments and support claims as part of the process of understanding how people's choices and actions affect others.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 4</i> 1010840 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.3--5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. • INQ.3--5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>1010846 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS <i>1010849 Economics</i></p> <ul style="list-style-type: none"> • ECO.4.1 Compare the benefits and costs of individual choices. <p><i>1010854 Geography</i></p> <ul style="list-style-type: none"> • GEO.4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas. • GEO.4.4 Explain how the cultural and environmental 	<p>T1 Analyze how geography impacts people and people impact geography (<i>Analyzing</i>)</p> <p>T2 Evaluate diverse sources and points of view to determine what <i>really</i> happened</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Students are historians, investigating and interpreting the past from a variety of perspectives.</p> <p>U2 Historians develop a sense of empathy for people.</p> <p>U3 Humans impact and are influenced by their environment.</p>	<p>Q1 How do one person's/group's choices and actions affect others?</p> <p>Q2 When interpreting the past, why are alternative perspectives important?</p> <p>Q3 Why is being mindful of others important?</p> <p>Q4 How does where people live shape how they live?</p> <p>Q5 How do I/we/ cultures and communities use land and resources?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>characteristics of places change over time.</p> <ul style="list-style-type: none"> • GEO.4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions. <i>1010863 History</i> • HIST.4.3 Use evidence to develop a claim about the past. • HIST.4.2 Explain probable causes and effects of events and developments. • HIST.4.1 Explain connections among historical contexts and people's perspectives at the time. <i>1010867 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i> • INQ.3--5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources. • INQ.3--5.8 Identify evidence that draws information from multiple sources in response to compelling questions. • INQ.3--5.6 Gather relevant information from multiple sources while using the origin, structure and context to guide the selection. <i>1010872 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i> • INQ.3--5.11 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data. • INQ.3--5.10 Construct arguments using claims and evidence from multiple sources. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. 	<p>K1 Historians use various resources from a variety of viewpoints to understand history</p> <p>K2 Native people used the natural resources available in their area to survive</p> <p>K3 Various types of interactions among the Europeans and native people</p> <p>K4 With both successes and failures, Europeans settled in various areas of "America"</p> <p>K5 Vocabulary: historian, primary source, tribes, indigenous people, culture land, ceremony, territories, settlement, woodland, sachem</p>	<p>S1 identifying interpretations of disciplinary concepts associated with compelling questions</p> <p>S2 determining helpful sources based on the intended response</p> <p>S3 explaining connections among historical contexts and people's perspectives at the time</p> <p>S4 explaining cause and effect</p> <p>S5 using evidence to develop a claim</p> <p>S6 comparing the benefits and costs of individual choices</p> <p>S7 explaining how cultural characteristics of places change over time, influence population distribution, and affect people, goods, and ideas</p> <p>S8 gathering relevant information from multiple sources</p> <p>S9 identifying evidence that draws information from multiple sources in response to compelling questions</p> <p>S10 using distinctions between fact and opinion</p> <p>S11 constructing arguments and explanations</p>