

How To Use This Guide

This is an instructional guide for unit three, fourth grade social studies. *The guide is not designed to be the “end all and be all” of social studies. It is designed to meet the state outcomes in a meaningful manner and allow time for individual teacher extension. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.*

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension planned.

Begin by reading the *Enduring Understanding and Essential Questions below.* Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT**; this is the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each lesson session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

- **People develop political systems (governments) to protect individual rights and provide services that promote the common good.**
- **After 1700, demands for government services increased as the colonies became more successful. In turn, the distant royal government provided more services, extending control over colonial life.**
- **Today, citizens of Maryland continue to balance the need for government services against greater taxation and personal autonomy.**

Possible Essential Questions

1. In what ways do transportation and communication impact a person’s ability to participate in the political process?
2. How do documents define the structure and function of government and why are they important?
3. How does conflict promote civic participation?
4. In what ways can people participate in the political process and why is this important?
5. How do systems define the roles and responsibilities of individuals and groups in society?

What?

MSDE Content Standards (5/19/00)

[*italics* = not directly assessed on MSPAP, **bold** = MSDE glossary word, [brackets] = MCPS notes]

The student will be able to:

Political Systems

- give examples of how the **rule of law** has impacted the rights and responsibilities of people (MLO 5.1)
- explain the meaning and importance of the democratic values and **principles** fundamental to government in the United States. (MLO 5.2)
- describe the three branches of government and their individual powers and responsibilities at the *local*, state, and national level. (MLO 5.4)
- *describe the organization and function of state government in Maryland.*
- identify examples of how local, state, and federal law have an impact on people's lives.
- describe ways people can participate in the political process, including voting, petitioning elected officials, and volunteering. (MLO 5.5)
- explain the rights and responsibilities of being a **citizen** of the United States. (MLO 5.6)
- explain the importance of civic participation as a **citizen** of Maryland and the United States. (MLO 5.7)

History

- compare daily life in the New England, Mid-Atlantic, and Southern colonies, including the various ethnic and cultural perspectives. (MLO 2.4)
- *summarize the consequences of the Seven Years War and the change in British colonial **policy** following the Treaty of Paris in 1763.*
- *examine the gradual institutionalization of slavery into America, including the responses to slavery, and how slavery shaped the lives of colonists and Africans in the Americas.*

People of the Nation and World

- analyze how conflicts affect relationships among individuals and groups. (MLO 6.2)
- describe how individuals and groups have contributed to the development of **cultures**. (MLO 6.4)
- describe the interactions, contributions, and results of the **migration** of various peoples and **cultures**. (MLO 6.5)
- *describe how schools, churches, community-based local groups, and national governments transmit and support cultural traditions.*

Economics

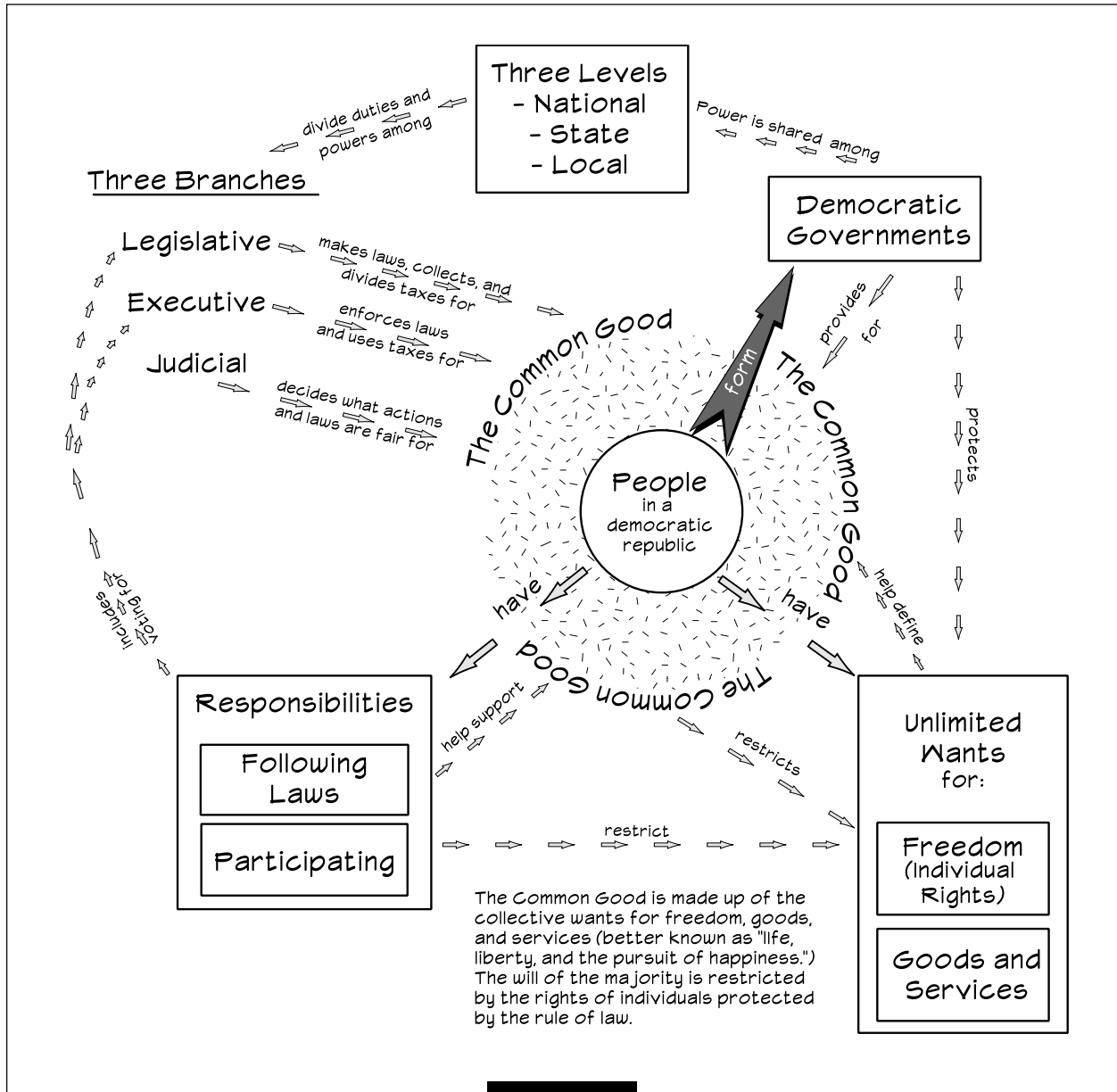
- *conclude that people **trade** voluntarily because all parties expect to benefit.*
- explain how specialized work results in **interdependence**, trade, and economic growth. (MLO 4.7)
- explain how limited **resources** and unlimited **economic wants** cause people to choose certain **goods** and **services** and give up others. (MLO 4.1)
- explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy. (MLO 4.5)
- explain how **taxes** finance government operations and provide **public goods** and **services**. (MLO 4.6)

Social Studies Skills

- apply the concept of change over time by organizing turning point events in chronological order *and applying chronological terms correctly, including decade, century, and generation* (MLO 1.1)
- make decisions and analyze decisions of individuals, groups, and institutions (MLO 1.5)
- *find, apply, and organize information specific to social studies disciplines by reading, asking questions and observing* (MLO 1.2)

Concept Map

Fourth Grade – Unit 3 • Citizens In Action: The Colonies Thrive



The story of American history is of the continual perfecting of the above system and redefining the common good. How was the common good defined in 1961? 1861? 1761? Who defined it?

The system would have looked completely different in the colonial era, before the Declaration of Independence (1776) and the Constitution (1787) with the Bill of Rights (1791). In Colonial times the Royal government would have been in the center, not the individual.

Instructional Flow

Fourth Grade – Unit 3 • Citizens In Action: The Colonies Thrive

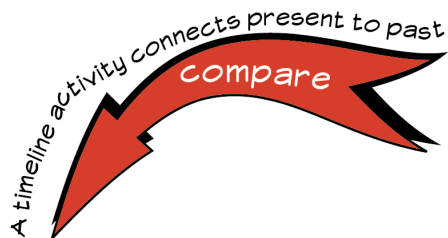
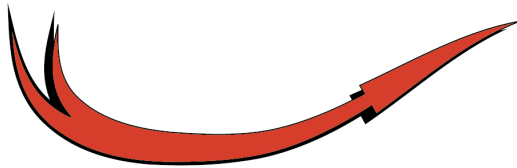
Pre

What are the purposes and powers of government?

LS 1 Government By The People

Through a case study about Hadley's Park on the video "Government By The People"

- Defining the purpose of government
- Defining rights and responsibilities of citizens
- Defining the common good
- Defining the branches and levels of government



LS2 Political Systems Today

Through a case study about the decline of the blue crab in the Chesapeake

- Applying the purpose and powers of citizens and governments



LS3 Research: Life in the Colonies

The Wheel of Culture is resurrected to study economic systems and political systems (governments) through the lens of daily life in:

- New England Colonies
- Middle Colonies
- Southern Colonies

A comparison is made between the three regions economic and political systems.



LS4 All Together Now...

A mock colonial legislature is convened to decide how to handle disputes with the nearby Native Americans and French. Students compare their results to the actual history of the French and Indian War.



SA Rights: Who is Wrong?

Through a scenario involving fair housing issues students demonstrate their knowledge of Colonial times and our present political system.