

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fourth Grade	
Unit: South America	Section: Civics and Government	
MLR Span: 3/4	MLR Content Standard: (D) International Relations: Students will understand the political relationships between the United States and other nations.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	<ol style="list-style-type: none"> 2. Understand the basic structure of the U. S. Federal government. 3. Compare the political structures of South America and the United States 	<ol style="list-style-type: none"> a) Compare the structure of the U.S. government to that of the State and local governments. b) Create a hierarchical flowchart to diagram the structure of the government. c) Web resource: http://www.win.org/library/matls/govdocs/kids.htm This is a good site for the review of our political system. d) Use a Venn Diagram to compare the political structures of South American countries and the United States. e) Deliver a speech supporting a government of a specific country. Create a local government for the class with a Town Manager and selectmen and then decide what services the class needs. <ul style="list-style-type: none"> • Scott Foresman provides support on pp. 46-59 for understanding our political structure.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: Maine Culture and Studies	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member).	Students will: 1. Understand their roles as both a consumer and a producer	a) Visit website www.mhschool.com for lessons on economics. The ‘build a house’ activity addresses the issue of scarcity of resources. b) Make a pie graph explaining how you spend your allowance. If your pay is cut by half, how would you meet your needs? c) http://www.kidsmoney.org/ This website is a good way to investigate the different ways kids make and spend money. • Scott Foresman text pp.78 and 79 (addresses personal choice issues in spending money).

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: Maine Culture and Studies	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (B) Economic Systems of the United States: Students will understand that economic system of the United States, including its principles, development, and institutions.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Explain how the economy of Maine affects families and communities.	Students will: 1. Identify geographic areas of Maine and their influence on the economy.	a) Use Maine newspaper articles to make a collage of articles on Maine economy. b) Using a blank Maine map students will use a legend depicting symbols for potatoes, blueberries, milk and paper. Students will place symbols on a map in the appropriate locations. c) Visit website: www.mhschool.com for lessons on economics.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: South America	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (C) Comparative Systems: Students will analyze how different economic systems function and change over time.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain how selected cultures or countries meet basic human needs.	Students will: 1. Identify how cultural groups develop distinctive aspects of food, clothing and shelter.	a) Invite parents from foreign countries to be guest presenters and share their native culture. b) Explore traditional foods, costumes and architecture of Canada and Mexico. c) Website resources to help with background info for South America: <ul style="list-style-type: none"> • http://www.ent.iastate.edu/zoo/hemiptera/whitespot/ (Strange South American insect.) • http://www.travelforkids.com/ (Travelogue.) • http://www.alpacanet.com/ (South American animal) • http://emuseum.mankato.msus.edu/prehistory/latinamerica/south/sites/machu_picchu.html (Famous historical site in South America.) • http://www.bolivarmmo.com/history.htm (The George Washington of South America.) • http://www.lonelyplanet.com/destinations/south_america/chile_and_easter_island/ (This is written at a fairly high readability level but some may be able to plow through it and it has good pictures.)

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: South America International Relations	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (D) International Trade and Global Interdependence: Students will understand the patterns and results of international trade.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.	Students will: 1. Understand the basic structure of the U.S. Federal Government. 2. Students will identify goods and services native to South America: <ul style="list-style-type: none"> • identify how countries use transportation and communication to acquire goods and services that they don't produce themselves • identify goods and services imported to the United States and vice versa 	a) Take a field trip to a supermarket and collect data on items imported from South America. b) Make a pictorial political map of South America showing goods and services produced there. c) Involve student sin role-play in which they, as government officials, trade goods and attempt to balance the economy for their country. d) Students will collect newspaper clippings on international trade.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: South America	Section: Geography	
MLR Span: 3/4	MLR Content Standard: (A) Skills and Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. 2. Locate major cities of the world and discuss why they emerged in that particular region	Students will: 1. Identify specific regions and landforms in United States and South America. 1. Locate major cities in South America. 2. Generalize that certain geographical features lend themselves well to the growth of communities	a) Create papier maché maps of landforms of United States and South America. Can also use clay and salt dough. b) Memorize the names of the South American countries and their capitals. c) http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/maptop.html . This is a fun link for learning and practicing latitude and longitude. a) Using a map of South America students will identify major cities, population size, and boundaries. b) Play location-guessing games using maps of South America. c) Students will found their own new town. They will choose the best location on a map and write a proposal for incorporation

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: U.S. States and Capitals	Section: Geography	
MLR Span: 3/4	MLR Content Standard: (B) Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Explain ways in which communities reflect the background of their inhabitants.	Students will: 1. State how a region’s identity is influenced by its heritage, customs and traditions.	<ul style="list-style-type: none"> a) Holiday plays depicting customs and traditions for a specific cultural group i.e. Kwanzaa, or Chinese New Year, or Arbor Day. b) In studying each region of the U.S., connect how the native people’s dances, music, ceremonies are inspired by the climate of that region. For instance the Hopi Indians’ of the Southwest Snake Dance is a bid for rain. c) Create masks used in ceremonial dances. d) Learn how to play lacrosse. The Iroquois used this game to settle disagreements. <ul style="list-style-type: none"> • The Scott Foresman text provides a strong foundation for both of these indicators. Also pp 189 and pp. 398-399 give excellent support for masks.

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p><i>Continued from previous page.</i></p> <p>3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities</p>	<p>2. Identify geographic regions of the U.S. and their influence on population growth</p>	<p>a) Students will create a chart identifying a particular region’s agriculture, climate, manufacturing, natural resources and physical features i.e. waterways, deserts, and mountains. They will conclude that the geographical aspects of the environment dictate human activities/population</p> <p>b) Have students select an invention that illustrates how people have changed their environments to make life better. Some of these may include: air conditioner, refrigerator, lawn mower, and a furnace. Students can research the invention and inventor.</p> <p>c) Memorize states and capitals.</p> <ul style="list-style-type: none"> • Refer to Scott Foresman text, section ‘<i>Learn About Your State</i>’, pp. R36-R44 that can be used to guide students through a project on elected state.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: Maine Culture and Studies	Section: History	
MLR Span: 3/4	MLR Content Standard: (A) Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Place in chronological order, significant events, groups, and people in the history of Maine	Students will: 1. Identify famous people of Maine.	<ol style="list-style-type: none"> a) Create a timeline of significant events and people in Maine history. b) Visit the Margaret Chase Smith Library. c) Tour the Maine State Museum d) For resources to use with your students on Maine you might want to look through some books by Carole Marsh: e) Maine History: ‘ Surprising Secrets About Our State’s Founding Mothers, Fathers & More’ f) Maine Timelines! ‘<i>A Chronology of Our State’s History, Mystery, Trivia, Legend, Lore & More</i>’ g) Maine State Greats! ‘<i>Biographies of Our State’s People</i>’ h) The Carole Marsh book: ‘<i>Maine Government for Kids</i>’ can be found at the Painted Horse in Augusta. i) Preview the books before your kids use them.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: Maine Culture and Studies	Section: History	
MLR Span: 3/4	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. . Demonstrate an awareness of major events and people in United States and Maine history: <ul style="list-style-type: none"> • <i>Who lives here? (How did they get here? immigrants, demographics, ethnic and religious groups)</i> • <i>Important people in United States and Maine history.</i> • <i>Different kinds of communities in Maine, the United States, and selected world regions.</i> 	Students will: <ol style="list-style-type: none"> a) Identify Maine Indian Tribes, their ways of life, and cultural changes up to the present day. 	<ol style="list-style-type: none"> a) Examine the petroglyphs in Embden. b) Place the Indian tribes on a Maine map. c) Learn about the Abnaki village in Madison and how it was influenced by French Jesuit priests and the Catholic Church. d) Read ‘<i>The Sign of the Beaver</i>’ by Elizabeth George Speare. e) Visit the Pleasant Point Indian Reservation Museum. http://www.mainerec.com/wcindian.asp?Category=135&PageNum=135 f) School on Indian Island in Old Town http://www.gslis.utexas.edu/~ifican/participating_schools/indian_island.html. Maybe classes could become pen pals. g) Penobscot Indian museum in Old Town http://www.penobscotnation.org/museum/index.htm h) Identify Maine place names with Native American origins. i) Carole Marsh book (may be able to purchase locally or on line. The Painted Horse in Augusta might have it or try the publisher Gallopade Publishing.): ‘<i>Maine Indians: A Kid’s Look at Our State’s Chiefs, Tribes, Reservations, Powwows, Lore & More From the Past & the Present</i>’. j) http://www.state.me.us/sos/kids/ This is the Secretary of State’s Maine Page/ <ul style="list-style-type: none"> • Refer to Scott Foresman text, section ‘<i>Learn About Your State</i>’ pp. R36-R44 to guide students through a project on elected state.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: American Explorers	Section: History	
MLR Span: 3/4	MLR Content Standard: (A) Chronology: Students will use chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.	Students will: 1. Identify early explorers and their countries of origin and the areas explored in different regions of the United States	<ol style="list-style-type: none"> a) Study an explorer’s life and write a biography. i.e. John Cabot, Jacques Cartier, and Samuel D. Champlain. b) The following website has biographical info on many explorers: http://tjunior.thinkquest.org/4034/hall_of_fame.html?tqskip=1 c) Write and perform a journal entry from a famous explorer. Gather props and costumes typical of the period of exploration. d) Read biographies of explorers. e) Draw major routes of exploration, color/label territories claimed. f) Debate the ethics of one country claiming ownership of unexplored territory. g) Examine exploration from the viewpoint of Native Americans. <ul style="list-style-type: none"> • Refer to Scott Foresman text regarding exploration: pp. 39-41, 68, 302, 332-337, 400, 401, and maps pp. 40 and 333.

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: American Explorers	Section: History	
MLR Span: 3/4	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an awareness of major events and people in United States and Maine history: <ul style="list-style-type: none"> • <i>Who lives here? (How did they get here? Study immigrants, demographics, ethnic and religious groups).</i> • <i>Important people in United States and Maine history.</i> • <i>Different kinds of communities in Maine, the United States, and selected world regions.</i> 	Students will: 1. Identify explorers to North America and how their country of origin and religion influenced the early settlements.	a) Students write a dialogue between an explorer and a Native American he “discovers”. b) Make a chart of items introduced to the New World from explorers and items explorers took back to their country of origin. c) Learn about Father Rasle (rhymes with ball) and the Abnaki village located in Madison. The following website was created by students at the middle school. They’ve used some scholarly resources for their information and the site is eye catching. They might be willing to be guest speakers. http://www.msad54.k12.me.us/MSAD54Pages/SAMS/cedarsite/commweb/AbanakiFolder/abanaki.htm

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Content Area: Social Studies	Grade: Fourth Grade	
Unit: American Explorers	Section: History	
MLR Span: 3/4	MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.	Students will: 1. Students will identify explorers to North America and how their country of origin and religion influenced the early settlements.	a) Students write a dialogue between an explorer and a Native American he “discovers”. b) Make a chart of items introduced to the New World from explorers and items explorers took back to their country of origin. c) Learn about Father Rasle (rhymes with ball) and the Abenaki village located in Madison. d) Web site created by students at the middle school who have used some scholarly resources for their information and the site is eye-catching. The students might be willing to be guest speakers: http://www.msad54.k12.me.us/MSAD54/Pages/SAMS/cedarsite/commweb/Abanaki Folder/Abanaki.htm

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MLR Span: 3/4	MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.	Students will: 1. Compare life in a school setting today with life in a school setting in the past.	<ol style="list-style-type: none"> a) Visit historical center in your community. b) Reenact a school day from the past. c) Field trips: Old Fort Western, Maine State Museum, Norlands, and L.C. Bates Museum. d) Common Ground Fair e) Timelines of community history f) Murals depicting a town's growth through history. g) Construct a time capsule placing artifacts/documents portraying life today. h) Read the '<i>Little House on the Prairie</i>' series. i) Read '<i>Sarah Plain and Tall</i>' j) Web source: http://www.pbs.org/ <ul style="list-style-type: none"> • Refer to Scott Foresman text pp. 330 and 331 for background information on using primary and secondary sources.

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Instructional Resources/Activities Videos, Books, Magazines, Websites, etc.

1. Video Resources:
 - ***Orinoco Online*** - tour the remote Venezuelan Amazon and meet the people who live there on this innovative site. Offers a superb collection of objects, photos, videos, and a cool interactive map. Also available in Spanish and Portuguese.
 - ***South American Rainforest*** - take a virtual tour of the land and animals of the rainforest. Presented by Kids' Quest.
 - ***Voyage to the Galapagos*** - learn about the islands by reading explorers' journals, seeing what scientists have to say, and watching video clips. Presented by PBS (Scientific American Frontiers).
2. South America Webquest: <http://www.berksiu.k12.pa.us/Webquest/Spatz/process.htm>
3. Columbus Webquest: <http://www.berksiu.k12.pa.us/Webquest/Herpel/index.htm>
4. Mystery Website: http://tjunior.thinkquest.org/5109/What_a_Mystery.html
5. South America Webquest (lower level context that explores plants and animals, etc.): <http://www.esc20.net/etprojects/formats/Webquests/misc99/saquest/saquest.htm>
6. South America Webquest: <http://www.guilford.k12.nc.us/Webquests/samer/samer.htm>
7. Amazon Webquest: <http://www.amazoniafunquest.org/>
8. Amazon Rainforest: <http://www.chunkymonkey.com/rainforest/rainforest.htm>
(Technological exploration of the vast Amazon).
9. Nice map of South America: <http://www.graphicmaps.com/webimage/countrys/samerica/samera.htm>
10. Great pictures and text of Machu Pichu: http://emuseum.mankato.msus.edu/prehistory/latinamerica/south/sites/machu_picchu.html
11. Great Brazil photos and text: http://emuseum.mankato.msus.edu/prehistory/latinamerica/south/sites/machu_picchu.html
12. Chile pictures and text: http://www.lonelyplanet.com/destinations/south_america/chile_and_easter_island/
13. Website relating to Ecuador: http://www.lonelyplanet.com/destinations/south_america/ecuador_and_the_galapagos_islands/obt.htm
14. Rainforest site: <http://www.ChristianAnswers.Net/kids/vidclips.html>

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Instructional Resources/Activities, *continued*
Videos, Books, Magazines, Websites, etc.

Linklist for Maine	
Brief	Link
Maine web page.	http://www.state.me.us/sos/kids/
Maine aquarium turtle website.	http://octopus.gma.org/turtles/index.html
Maine lobster website.	http://octopus.gma.org/lobsters/
Kennebec River history and economy.	http://www.mainepbs.org/flowingpast/
Information relating to Fort Knox.	http://fortknox.maineGuide.com/index.html
Photo site relating to pictures of Maine.	http://www.visitmaine.com/seasonal/fall_2002/heritage.php?PHPSESSID=b3e52e474ced3ba8c8c5267424686de
Kennebec River fort constructed in 1754.	http://www.oldfortwestern.org/
The Hudson Museum, U of M at Orono.	http://www.umaine.edu/hudsonmuseum
Maine Archives	http://www.state.me.us/sos/arc
Maine Senate Homepage	http://www.state.me.us/legis/senate/homepage.htm
Maine Maritime Museum Website	http://www.bathmaine.com/