

Grade 4

Social Studies Curriculum

Unit 1: The Three Worlds Meet in New York State

Enduring Understandings:

- New York State provided an ideal geographic setting for Native Americans, Europeans, and Africans to develop unique cultures and diverse social, political, and economic interactions.

Essential Questions:

- How did shifts in patterns of interaction shape people's lives, cultures, and environments?

NYS Social Studies Framework:

4.1. GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.

- a) Physical and thematic maps can be used to explore New York State's diverse geography.
- b) New York State can be represented using a political map that shows cities, capitals, and boundaries.

4.2. NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York State. Native American Indians interacted with the environment and developed unique cultures.

- a) Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- b) Native American groups developed specific patterns of organization and governance to manage their societies.
- c) Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

4.3. COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- a) Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.
- b) Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

4.5. IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

- a) There were slaves in New York State. People worked to fight against slavery and for change.

Vocabulary:

landform, river, plain, plateau, geography, border, bay, tributary, mouth, source, glacier, valley, Ice Age, mountain, Iroquois Confederacy, confederacy, clan, clan mother, council, sachem, wampum, long house, wigwam, Haudenosaunee, smoke hole, ancestor, hunter-gatherer, artifact, archaeologist, venison, elder,

three sisters, prehistory, heritage, breechcloth, moccasins, League of Nations (Mohawk, Cayuga, Seneca, Oneida, Onondaga), sinew, palisade, tomahawk, hatchet, spear, bow and arrow, canoe, cradleboard, snowshoe, tanning, cultural diffusion, indentured servant, slave, colony, economy, Dutch West India Company, trade, permanent, indentured servants, diverse, settlement

Knowledge and Skills:

Students will demonstrate increasing awareness and competence in some of the following areas:

- Identify important bodies of water
- Identify important landforms
- Read, interpret, and compare various maps
- Use a graphic organizer
- Compare and contrast various genre of literature
- Select and use strategies for note taking, organizing and categorizing information
- Analyze, interpret and apply information from various primary and secondary documents to predict, make inferences and draw conclusions
- Use a timeline
- Write journal entries, letters, creative stories and/or poetry
- Respond to a variety of listening selections
- Use various writing prompts
- Use 2 sources for written response
- Do research on the Internet and from print and visual resources

Unit 2: The Impact of the Colonial and Revolutionary Period on New York State

Enduring Understandings:

- Colonial attitudes about government led to a call and battle for independence from European control.

Essential Questions:

- How did colonial life and the American Revolution shape our society?

NYS Social Studies Framework:

4.3. COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- a) Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.
- b) Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.
- c) In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.
- d) Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

Vocabulary:

ally, American Revolution, Boston Tea Party, border, boycott, colonist, colony, consent, Continental Congress, Declaration of Independence, declare, derive, document, endowed, excerpt, French and Indian War, government, grievance, idioms, inalienable, independence, instituted, interdependent, Intolerable Acts, landform, liberty, Loyalist, militia, Minute Men, neutral, New Amsterdam, New Netherland, Parliament, patriot, peer, Peter Stuyvesant, position, pursuit, Quartering Act, rebel, repeal, river, retreat, rural, self evident, settlement, significance, Sons of Liberty, Stamp Act, Sugar Act, surrender, Tory, Townshend Acts, tradition, turning point, viewpoint, whig

Knowledge and Skills:

Students will need to know:

- Key vocabulary
- How to utilize maps to locate specific information
- How to respond to the essential questions of this unit

Students will need to be able to:

- Use a map
- Use a timeline
- Write a letter, compare/contrast essay and/or poetry
- Use a graphic organizer
- Analyze, interpret and apply information from a variety of genre
- Take notes from various sources and incorporate their notes into a written response
- Access information from the Internet and text resources
- Analyze various documents to predict, make inferences and draw conclusions
- Evaluate the credibility of web sites and other sources

Unit 3: National and Local Government

Enduring Understandings:

- The National and New York State government share many common goals and powers but also reserve some powers of their own.

Essential Questions:

- How do the citizens of New York interact with their national and state government?

NYS Social Studies Framework:

4.4. GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.

- a) After the Revolution, the United States of America established a federal government; colonies established state governments.
- b) The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.
- c) Government in New York State is organized into counties, cities, towns, and villages.
- d) New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.
- e) Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

Vocabulary:

allegiance, amendment, appointed, appointee, assembly, bill, budget, branches of government, cabinet, confederation, citizen, compromise, congress, Constitution, constitutional, Constitutional Convention, convention, debate, debt justice, Declaration of Independence, defense, delegate, democracy, document, domestic, elected, electors, Electoral College, enforce, establish, executive, federal, foreign policy, government, House of Representatives, immigrant, judicial, justice, law, legislative, liberty, monarchy, New York State Senate, oath, ordain, override, persistence, petition, posterity, power, preamble, representative, Senate, sovereign, state, tranquility, union, verdict, veto, welfare

Knowledge and Skills:

Students will need to know:

- Key vocabulary
- How to apply the essential questions to local/state government and the classroom.

Students will need to be able to:

- Use a graphic organizer
- Analyze, interpret and apply information from a variety of resources
- Take notes
- Access information from the Internet and text resources
- Analyze various documents to predict, make inferences, and draw conclusions
- Compare/contrast

Unit 4: Change Comes to New York State

Enduring Understandings:

- Geographic, technological, and human factors contributed to NY becoming a leading commercial center.
- Diverse groups in NY have led calls for economic equality and social justice.
- The ways Americans travel and communicate have changed because of innovative New Yorkers.

Essential Questions:

- Can individuals make a difference in the lives of New Yorkers?
- Who were the “winners” and who were the “losers” in the Industrial Revolution?

NYS Social Studies Framework:

4.5. IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

- a) There were slaves in New York State. People worked to fight against slavery and for change.
- b) Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
- c) The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

4.6. WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.

- a) After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.
- b) In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.
- c) Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.
- d) Farming, mining, lumbering, and finance are important economic activities associated with New York State.
- e) Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.
- f) Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.
- g) As manufacturing moved out of New York State, service industries and high-technology industries have grown.

4.7. IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.

- a) Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.
- b) Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

Vocabulary:

Agriculture, canal, Child Labor, dam, electricity, entrepreneur, factory, finance, Great Migration, Harlem Renaissance, Heritage, homeland, hydroelectric power, immigrant, inventor, lock, locomotive, lumbering, manufacturing, mill, mining, packet boat, passage, port, raw materials, Shirtwaist, steam engine, suffrage, suspension bridge, technology, toll, trade, transportation, working conditions

Knowledge and Skills:

Students will need to know:

- Key vocabulary

Students will need to be able to:

- read and interpret graphs and maps
- analyze photographs and paintings
- understand cause/effect relationships
- draw conclusions from historical facts
- predict outcomes
- interpret data
- take notes
- use graphic organizers
- analyze, interpret and apply information from expository text