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ABSTRACT

An outline of the knowledge and skills to be taught at grade four form in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade four, regional studies, and specifies the major subject area to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. Holidays and special days appropriate for classroom coverage are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations in several widely used social studies textbooks. For grade four, the areas of study covered are: map and globe skills, research skills, Europe and America, immigrants, regions of the United States, and comparison of world and U.S. regions. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

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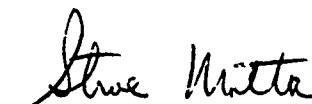
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DEPARTMENT OF

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.



Steve Motta
Deputy Director

GRADE FOUR (Regional Studies)

The social studies curriculum at the fourth grade level builds upon the primary grade levels' instruction in the basic social studies concepts. The concepts are expanded from the students' local environment of the school, neighborhood, and community to include regions of the United States.

Six regions of the United States have been identified for study, all involving a study of the history, people, culture, geography, economies, and the political system of the region. Attempts have been made to emphasize the comparison of the various regions with other parts of the world, especially the host nation.

The comparisons of the cultures of the regions in the United States and the host nation should be used to emphasize how other cultures have impacted our American culture. Whenever possible, the host nation should be used for comparison or resource in the social studies curriculum. The elementary literature guide, Literature: A Quest for Life, has been designed so that the literary themes coordinate with the approximate social studies focus at each grade level.

The time allocated to social studies in grade four is 190 minutes each week.

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HOLIDAYS AND SPECIAL DAYS

Holidays and special observance days are an important part of the elementary social studies program. Listed below are some of the days which might be included in your curriculum plans. The holidays or special days are listed by month since the specific day may change. This list is not all inclusive and there may be other days which should be included.

SEPTEMBER

Labor Day
Citizenship Day
Grandparents' Day
American Indian Day and Week
Hispanic American Week

OCTOBER

Columbus Day
United Nations Day
Halloween

NOVEMBER

Election Day
Veterans Day
Thanksgiving Day

DECEMBER

Human Rights Day
Hanukkah
Christmas

JANUARY

New Year's Day
Martin Luther King's Birthday

FEBRUARY

Abraham Lincoln's Birthday
Presidents Day
George Washington's Birthday
Black History Month

MARCH AND APRIL

Passover
Easter
National Volunteer Week

MAY

V-E Day
Mother' Day
Memorial Day
Asian/Pacific American Week

JUNE

Flag Day
Father's Day
Children's Day

JULY

Independence Day

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
I. Map and Globe Skills						
A. Direction						
1. Cardinal Direction (N, S, W, E)	1. Know the compass rose (points of the compass). (GEOGRAPHY)	pp 3-27	p 137 pp 12-13 & 15-16	p 12	Unit 1	1. Construct individual cardboard compasses with the cardinal and halfway directions.
2. Half-way directions NE, NW, SE, SW	2. Know latitude, longitude, parallels, and meridians. (GEOGRAPHY)		p 15 p 371 p 318 p 363	p 13 p 12		2. Use the compass to find the location of a designated area of the school campus.
3. Latitude	3. Describe how revolutions of the earth relate to a year. (GEOGRAPHY)	pp 21-27 pp 37-65	pp 364-365 p 318 p 365	pp 328-329 pp 294-295		3. Make a large circle on the playground with the 4 cardinal and 4 half-way directions marked on it. Have the children number by 8 and stand at the center of the circle. As a leader calls out a number and a direction (i.e., three's - Northeast). All the students having the number three must run toward the northeast. Anyone who ran in the wrong direction is out.
4. Longitude						4. Use a small compass and a map. The map should be a flat map which is not bound in a book or atlas. It should cover some relatively small area. Have students find the direction symbol on the map and place the compass on or near the symbol. Have students carefully turn the map so that the north symbol aligns with the compass indication of north.
5. Parallel	4. Relate elevation, ocean current, land mass and climate to latitude. (GEOGRAPHY)					5. To help students learn the equator, prime meridian, hemispheres, and quadrants of the globe, southeast, northeast, southwest, and northwest, divide the room into four equal parts by using two main aisles. In the east-west aisle the equator, the north-south aisle the prime meridian. Arrange seating so the students face north. Have students respond to roll by saying, "I'm north of the equator, east of the prime meridian." When they are sure of themselves at this, change instructions to "I'm in the northern hemisphere and eastern hemisphere."
6. Meridan			pp 364-365	pp 294-295	Unit 1	
7. Hemisphere			pp 361-363			



Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
						<p>Then change to "I'm in the northeastern quadrant. Change individual seats often so that students can respond from various locations. Sitting facing north is advantageous because flat maps will then lie with the directions properly located.</p> <p>6. To demonstrate the cause of night and day, have a student hold a flashlight in a stationary position to represent the sun. Direct the beam for light toward the equator. Have the children notice that half of the globe is lighted. Explain that this part of the globe is having day. The dark side is having night. Rotate the globe slowly from west to east and explain that this rotation causes day and night. Show where sunrise and sunset would be. In addition to the rotation, the earth also revolves around the sun in 365 days, 6 hours, 9 minutes, and 9.54 seconds to make the year. As the earth rotates around the sun, it tilts to one side. The tilt makes the sunlight strike the earth differently at different times of the year causing the various seasons. The earth is always moving two ways at the same time - spinning on its axis and moving around the sun.</p> <p>7. Make paper mache mountains with a valley. Place loose sand around the tops of the mountains and in the valley. Place a small fan on the table next to the mountains and turn on the fan. This will help students understand something about the effect of topography on climate conditions.</p>



Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
						<p>8. Have the students write to the Office of Public Affairs, National Oceanic and Atmospheric Administration, U.S. Department of Commerce, Washington, DC 20230, and request information about ocean currents, tides and weather.</p> <p>9. Draw a large grid on the chalkboard. Label the equator and prime meridian in the presence of the students and with their help. Once the grid has been divided into east/west and north/south directions, give a few examples of distances in each direction. Then make the classroom into a grid by dividing the desks into equal rows. Label rows in one direction as parallels of latitude and rows in the other direction as meridians of longitude. Label the prime meridian and the equator, then number off in each direction. Next line up students along the wall on either end of the room. Call out a location on the grid and ask a student to go sit in that seat. Repeat the procedure until each student has had an opportunity to find a location. The activity can be continued by having students draw a 6, 12, 18, 24 square grid on unruled paper. Label the streets that divide east from west and north from south. Label those two streets as equator and prime meridian. Number and label the adjacent streets. Then have students locate sites by hemispheres, directions, and degrees.</p>

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
B. Scale						
1. Purpose of map scales	1. Know that smaller scales on a map represent large scale in reality. (GEOGRAPHY)	pp 3-27	p 115	p 14	Unit 1	1. Use classroom maps of the world to introduce scale and have students become aware that the world is much bigger than the actual piece of paper on which the world is represented.
2. Use of map scales	2. Compute distance between two points by using a scale. (GEOGRAPHY)		p 151 p 278	p 15		2. Do the same activity for a continent, country, state, county, city, classroom, etc., using the scale each time. 3. Use maps with scales and have students measure the distance from given points. Then have students compute the actual distance. 4. Create a classroom map including a key with student-created symbols. Students could display their maps unlabeled to see if other students could recognize the particular room of the school.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
C. Location	1. Know the continents and be able to distinguish them from countries. (GEOGRAPHY)	p 27	pp 12-13		Unit 1	1. Use seven different colors to color a flat map to distinguish the seven continents.
1. Seven continents						2. Use continent maps with country boundary lines and color each country with a different color.
2. Oceans						3. Identify the seven continents on an unmarked map.
3. United States		p 340	p 7	pp 3, 53, 59, 63, 349, 360-361		4. Label the major oceans on an unmarked map.
4. Host Nation						5. Create a flour, water, and salt map of the world with continents one color, oceans labeled, United States and host nation in two different colors. A key and a compass rose should also be included.
						6. Draw a map of the host nation, including major cities, rivers, and a key. This map could preclude a flour, salt, and water map of the host nation.

Grade Level: 4th

Marking Period: 1st

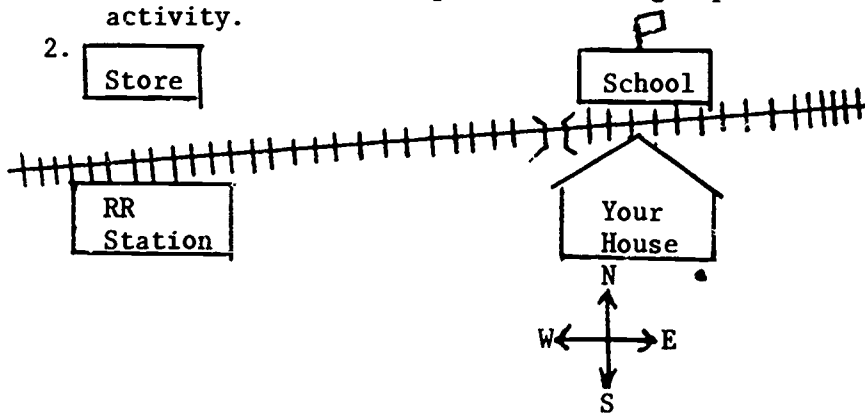
Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
D. Symbols (map key)	2. Recognize and use national and state boundary lines. (GEOGRAPHY)		p 27	p 12	Unit 1	1. Use professional map of United States to demonstrate how professional map makers express national and state boundaries. Also distinguish the difference between major and capital cities.
1. National boundary		p 3-17	pp 266-267	p 50, p 361		2. Have students draw a land mass shaped like this:
2. State boundary		p 340	pp 364-365	pp 368-369		a. Label it Fish Island.
3. Major cities						b. Use the national boundary symbol on the exterior lines of the fish.
4. Capital cities			p 370			c. Label "A" and "B" as 2 separate states and show a state boundary between the states.
						d. Mark major cities in each state using the correct symbol.
						e. Designate a capital city in each state.
						f. Students may also want to include railroads, rivers, and other symbols on their map.
						g. More advanced students may want to create a travel brochure to entice travelers to Fish Island.
						h. Students may create reports on their imaginary cities including location, population, major products, historical sights, etc.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
E. Types of Maps	1. Recognize special maps (political, graphic relief, products and resources). (GEOGRAPHY)	p 100, pp 164-165, 194, 213		p 59, p 173	Unit 1	1. Try to have various types of maps displayed in the classroom. Explain the differences. Have students study the map key and symbols to determine the type of information they can gain from each type of map. Select a state or country and have students assemble all the information they can about that state or country using only the maps available. This can be done as individual reports or as a group activity.
1. Resource maps	2. Locate and use reference material and media. (GEOGRAPHY)	pp 19, 47, 63, 75		p 63		2. 
2. Climate maps	3. Recognize and use national and state boundary lines. (GEOGRAPHY)	p 19, p 340, p 19, p 372, p 367-369	pp 364-365,	pp 74, 166, 208, 252, 296, 311		
3. Political maps	4. Reconstruct a trip on a map based on an itinerary. (GEOGRAPHY)	p 19, p 294, p 372	p 13, p 366	pp 121, 167, 175, 209, 296, 308, 311		
4. Relief maps	5. Know that small scale on a map represents large scale in reality. (GEOGRAPHY)	p 294		pp 169, 202	Unit 1	
5. Population maps	6. Relate elevation, ocean currents, land mass, and latitude to climate. (GEOGRAPHY)	pp 55-63	pp 12, 20			Have students use the map above to answer the following questions.
6. Road maps	7. Describe how the revolution of the earth relates to a year. (GEOGRAPHY)			pp 328-329		1. If you walked straight north from your house, you would reach the _____.
7. Compare maps and globes						2. West from there is the _____.
						3. If you walked south from #2, you would come to the _____.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
						<ul style="list-style-type: none">4. To get back home you must walk in which direction? _____.5. In what direction does the RR track run? _____.6. If you walked from your house to the store, in what direction would you walk? _____. <p>3. Plan a walking tour of your local community. Use a commercially-produced map of the community which clearly identifies streets and prominent buildings or sights and have students plan the safest and most scenic route for the tour. Students can be asked to draw a map for the walking tour which can be used in their tour of the community.</p> <ul style="list-style-type: none">4. <ul style="list-style-type: none">a. Make or get and reproduce maps of the area to be studied.b. Record a trip through the area on a tape making noises typical of certain locations.c. Students must identify sounds and follow the sequence presented. Sounds might include a railway station, a church bell, a busy street crossing, a factory, a cafe, a river, etc.d. Students should listen to the tape and mark an X of each location on the map that they can identify.e. Students should connect the X's at the completion of the tape to establish the trip itinerary.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 1 and 2

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
						<p>5. Take an orange or an old rubber kickball and make six longitude lines on it with a marking pen. Take a knife and cut along these longitude lines to near the center (equator) from each end (poles), cut through the equator on only one longitude so that the orange peel can be removed in one piece. Spread the orange or ball out on a flat table. This should help demonstrate to students the problems of making a flat map and the possible distortions which can occur. If continents are drawn on the orange or ball before cutting, it may be possible to show why on some maps Asia appears on both the east and west edges.</p> <p>6. Have students locate their host nation country on a map and on a globe. Have them explain the type of information they gain from each. What kind of information can they obtain from a map which they cannot obtain from a globe? What kind of information can they obtain from a globe which cannot be obtained from a map?</p> <p>7. Have students construct their own globe using a round balloon and paper mache strips of paper. Mache is placed on the balloon in layers to provide the surface of the globe. Oceans and continents can then be painted on the surface with tempera.</p>

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 3 and 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
II. Research Skills A. Encyclopedia	<ol style="list-style-type: none">1. Know how a basic outline formation is drafted. (SKILLS)2. Recognize information enough to require note-taking. (SKILL)3. Develop and present a report. (SKILL)	p 114	pp 56, 83, 93, 115, 124, 139, 183, 247, 264	pp 89, 106	X	<ol style="list-style-type: none">1. Explain to students the need to outline and show them how to make a topical outline. The following format may be used:<ol style="list-style-type: none">I.II.<ol style="list-style-type: none">A.B.<ol style="list-style-type: none">1.2.<ol style="list-style-type: none">a.b.C. 2. Use a section of the social studies lesson as the source for the information to be used. The entire class can be involved while the outline format is explained on the chalkboard. 2. Have students look up "automobile" in the dictionary and in the encyclopedia. Have them discuss the differences in the information given in each of these references. Discuss with the students the factors or considerations which help decide which reference to use. 3. Have students select a topic such as a state, a city, a host nation holiday or custom on which to make an oral or written report. Discuss with the students the need to give serious thought to the scope of the report so that it does not involve too much or too little information. 4. a. Have students silently read a paragraph in the social studies book and have them write what they think is the main idea.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 3 and 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
B. Card Catalog	1. Know the terms bibliography X and glossary. (SKILL)	pp 56, 115, 124, 247, 264	p 221	X	<ul style="list-style-type: none">b. Have students read orally or list on the board their main ideas.c. Conduct a class discussion concerning the characteristics of a main idea, the need for note-taking, and the similarities of the two.d. Have students read and/or listen to a story and practice the skill of note-taking. <ul style="list-style-type: none">1. a. Have students look up an author in the the card catalog and copy all the information from the card.b. Hold a class discussion to determine what information is needed for a listing in a bibliography.c. Have students select a topic, look up the books in the card catalog which are listed under that subject, and write a bibliography for the chosen topic.d. Have students write a report on a topic. The report should include a correct bibliography.2. Students should maintain a glossary all year of social studies terms learned during the year.	

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 3 and 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
C. Interview	1. Ask appropriate questions to clarify points, issues, and tasks. (SKILLS)					
	2. Know the difference between fact and opinion. (DECISIONMAKING)	X	p 23	pp 89, 152, 182, 264, 236	X	1. Explain to students that interviewing people is another method of obtaining information. Discuss interviews which have been observed on television or in person. Ask students to watch news programs to observe interviews. Have students make arrangements to interview someone in the school: the principal, media center personnel, other teachers or host nation personnel. Have them form groups to develop questions which will provide them with the information they are seeking. The interview questions should be reviewed to avoid duplicate questions and questions which do not address the subject. A member of the group should decide who is responsible for conducting the interview and who is to be responsible for taking notes. After the interview techniques have been practiced in the school, students might use interviewing as a method of gathering information on study trips in the military or host nation community or from classroom guests.
	3. Identify individual talents, skills, and interests. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 3 and 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
D. Reference Material	<ol style="list-style-type: none">1. Locate and use reference material and media. (SKILL)2. Know and use an index. (SKILL)3. Interpret various charts, tables, and graphs. (SKILL)	pp 28, 72, 125, 255, 288, 294, 331	pp 23, 37, 47, 83, 148 164-165	pp 21-23, 33-34 136, 151, 222	pp 326-329	<ol style="list-style-type: none">1. Introduce an unfamiliar text by asking students questions about the book. Students may only use the index of the book to find the answers.2. Have students compare the index and table of contents of a book through examination and class discussion.3. Have students use various charts, tables, and graphs to answer questions regarding the material.4. Have students write a paragraph about a topic. Students may only use a chart, table, or graph to write their paragraph.5. Hold a class discussion on the various materials used in the reference section.6. Have students draw a map of the library indicating where the reference section is located.
E. Observations	<ol style="list-style-type: none">1. Know the meaning of hypothesis. (DECISION-MAKING)2. Form generalizations. (DECISIONMAKING)3. Evaluate conclusions based on data and make recommendations. (DECISIONMAKING)	pp 81, 131-133, 157, 221, 289, 350	pp 234, 333, 350	p 43	X	<ol style="list-style-type: none">1. a. Place students at strategic locations of the school or community to tabulate designated activities (i.e., boys vs. girls getting a drink of water at the water fountain, cars going through a red light, men vs. women drivers, etc.) b. Students chart their results. c. Students should evaluate their results and place these results into similar characteristics.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 3 and 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	4. Demonstrate the ability to budget his or her individual time. (ECONOMICS)					d. Students should form generalizations from the data they tabulated. e. From the generalizations, students should be able to "guess" or hypothesize reasons for the results tabulated. 2. a. Have students place their back toward another student and write the color of the partner's hair, eyes, clothes, etc. b. Then have students compare how observant they were by checking the list of colors.

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
III. Europe and America A. European Explorers of America 1. Pre-Columbian Explorers 2. Columbus and other European explorers	1. Identify the impact of geography on a nation's history. (HISTORY) 2. Identify primary and secondary sources of historical information. (HISTORY) 3. Identify the economic factors in the development of a country. (HISTORY)	Chap 10	Chap 3	Chap 2	Chap 3	1. Have students find reasons why they might be living in the host nation. Is geography a factor on why they are now living in a foreign country? 2. Discuss with students the subject of history. History is a study of the past including events in their own lives. The students are a part of history. Have students write a history about themselves. They could write what they remember about themselves, or get information from members of their family. Explain that if they write about things they actually remember or if someone tells them about something they actually saw or experienced that is a primary or original source. If someone heard about something from someone else and then told them and they wrote about it, it is a secondary or second hand source. 3. In a class discussion ask students to identify reasons why explorers went in search of new lands or in search of new and shorter routes to the new lands, and why rulers financed these explorations. What kinds of things did the people want from the new lands? 4. Check with the media specialist to determine if there is any information available about pre-Columbus explorers of America. Some material might be available about the Vikings. <u>National Geographic</u> has published articles about explorers from China and from Ireland.



Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
B. Native Americans						
1. History	1. Describe the relationship between geographical environment and historical development of a nation. (HISTORY)	pp 95-96 129-130, 188, 265- 269, 284	Chap 2 pp 108- 111, 272- 273, 282- 287, 332, 336	Chap 1	pp 41-42 191, 201-202, 208, 248	1. Have students create time lines of Native Americans and the host nation during the same period of time and then compare the historical events.
2. Culture						2. Have students prepare reports on Native American and host nation heroes and heroines during the same time span and compare heroic qualities.
3. Influence						3. a. Have students research the festivals and beliefs of Native Americans and the host nation.
4. Current status	2. Identify contributions of national and cultural heroes. (HISTORY)					b. Tabulate how many ceremonies are still practiced today. Discuss why these practices have lasted so long and other practices have not.
						c. Have students participate in a classroom Indian ceremony.
						4. Have students research the following Indian groups to discover the contributions, and characteristics of each Indian group:
						a. Eastern Woodlands
						b. Plains
						c. Northwest Coast
						d. Plateau
						e. Great Basin
						f. California
						g. Southwest

Grade Level: 4th

Marking Period: 1st

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
						<ol style="list-style-type: none">5. Have students write to the United States Department of Interior, Bureau of Indian Affairs, Washington, DC 20245, to receive current information on the American Indian.6. Have students write an essay on their feelings if they were an Indian and were forced to live on an Indian reservation.7. Try to acquire fourth grade pen pals who live on an Indian reservation for your students. A list of schools with pen pal arrangements can be obtained from the Bureau of Indian Affairs.

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 1 - 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
IV. Immigrants						
A. Origins	1. Identify contributions of national and cultural heroes and heroines. (HISTORY)	pp 272-287, 318-321, 325-328	Chap 3	Chap 1	pp 195, 201-202	1. a. Have students research the life styles of "average" citizens from such countries as Germany, Spain, England, etc. during the 16th, 17th, 18th, 19th, and 20th centuries.
B. Cultures						b. Then have students list reasons why these "average" citizens would want to leave their motherland and begin a new life in America.
C. Influences	2. Identify political, religious, and economic factors which influenced settlements of specific geographical locations. (HISTORY)					2. a. Have students research a host nation country to find customs which the immigrants brought with them and practiced in America.
D. Current status						b. Find out which customs are still being practiced. Discuss why these practices continue.
						3. Have students write to travel bureaus for information on European countries where great numbers of immigrants originated. The students can set up travel booths at a travel fair to entice American students to travel to Europe.
						4. Hold a Food Fair where students bring in traditional foods from mother countries made from recipes which were brought to America by immigrants.
						5. a. Color code a map of the United States indicating areas of the country where certain ethnic and cultural groups are represented (i.e., Pennsylvania - Germany, California - Spain, etc.).

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 1 - 4

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
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- b. Discuss why the original immigrants settled in the particular area of the United States in which they did.
- c. Discuss why people from foreign countries today settle in specific areas of the United States.
- 6. Discuss how the original settlers still have an influence upon the way Americans live today.
- 7. Discuss why immigrants to a specific city (i.e., New York) settle in a specific part of the city (i.e., Chinatown).
- 8. Discuss the importance of maintaining cultural traditions.

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
VI. Regions of United States	1. Develop a time line. (HISTORY)	pp 273-279, 287	Chap 8, 10, 11, 12	pp 108-112	X	1. Assign a committee to make a report on one of the states in this region. The report might include: events leading to statehood; the major ethnic group of the state; important leaders, the capital city; the geographic size of the state; the population; the resources available; the major industries; and, the major cities. A timeline based on the date of entry into the Union might be started. Each committee should develop a listing of the major events which they found about the state. These timelines can be placed on the bulletin board and can be used for comparing the various regions. The report should include the correct form of bibliography.
A. Northeast	2. Identify the developmental stages of a country in its transition from an agricultural to industrial nation. (HISTORY)					
1. History	3. Identify contributions of national and cultural heroes and heroines. (HISTORY)					
	4. Identify political, religious, and economic factors which influenced settlements of specific geographical location. (HISTORY)					
2. People	5. Identify the basic needs common to all individuals. (PSYCHOLOGY)	p 316	pp 322-327, 344-347	Chap 5	X	2 a. Have students individually develop a list of items which they want to take on the Mayflower. b. Have each student list on the board their most important item. c. Hold a class discussion on the class list to determine the definitions of "needs" versus "wants."
a. Needs	6. Describe the impact of the learning process in the socio-cultural development of the community. (ANTHROPOLOGY)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	7. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY)					d. Have students bring to school items which have been decided by the class as acceptable items on the Mayflower for a classroom display.
	8. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	9. Know significant individual differences in ability to sense stimuli. (PSYCHOLOGY)					
b. Culture, customs, and traditions	10. Know factors which influence the early formation of an individual's self concept. (PSYCHOLOGY)	p 316	p 98, 101-102, 104, 111-114	Chap 5	X	3. Identify ethnic groups which settled in this region and determine which cultural traditions are still being practiced. Are any of these groups from the host nation and are any of these traditions practiced in the host nation today. If possible students might produce a play which represents this tradition.
	11. Know outward signs by which people in his or her culture display signs of anger, happiness, anxiety, etc. (PSYCHOLOGY)					4. Ask a member in the community, possibly a parent who has immigrated to the United States, to explain what changes they had to make and describe if these changes were difficult to make.
	12. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	13. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)					5. Have students discuss how their fourth grade class differs from a fourth grade class or similar age group of children from the host nation school. Comparisons might include length of school day and year, number of subjects studied, homework, free time activities, sports, lunch time activities, dress, vacation times, class size, school buildings and playgrounds, plus any other item which involves the similar aged students. If possible, visits and exchanges with a host nation school would be helpful to make comparisons.
	14. Know the concept of cultural anthropology. (ANTHROPOLOGY)					6. Have students research the conflicting lifestyles of the passengers on the Mayflower. Particular attention should be on Bradford and Brewster and the opposing peer pressures to have these men serve as governor. Students could roleplay life on the Mayflower. Students should also relate how peer pressure affects the way people dress, foods they eat, and ways they think.
	15. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					
	16. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	17. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)					
	18. Know that what a person feels toward or about another person is often a response to a particular behavior. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	19. Define and utilize terms related to course content. (SOCIOLOGY)					
	20. Know the common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					
	21. Work in a group situation. (SKILL)					
	22. Explore the concept of the dignity of work. (PSYCHOLOGY)					
	23. Identify and explain contributing factors involved in a simple problem or issue. (DECISIONMAKING)					
	24. Recognize that there are factors which influence an individual's point of view. (DECISIONMAKING)					
	25. Explore career interests and ambitions. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	26. Know that comparison is a key process in inquiry and decisionmaking. (DECISIONMAKING)					
	27. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					
3. Geography	28. Analyze demographic factors as they relate by geography, economics, shelter, and the environment. (SOCIOLOGY)	pp 76,80, 85-86, 320-321, 339-341	pp 81, 97, 110	Chap 4 pp 72-81	X	
a. Natural environment						7. Have students study a physical map and a resource map to determine the geographic features of the region and states. From the information, have students determine reasons why people settled in particular areas. Have them explain why some areas may have grown while other areas did not. Students may be able to take a study trip to an uninhabited area to see if the area has the characteristics needed for a prosperous settlement to take place.
b. Man-Made environment	29. Determine the geographical influence on U.S. regional developments. (HISTORY)					8. Students could create maps of Pennsylvania and England and then compare the amount of land given to William Penn by the King of England. From this comparison, students should hypothesize the value of land in the colonies versus that of England.

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
4. Economics	30. Discuss the need to consider natural and human resources in planning changes for the future. (HISTORY)	pp 214-215, 240, 245, 251, 320-321, 339-341	pp 81, 104 Chap 13, 14	Chap 4 pp 82-89	X	9. Prepare a map of the region that shows the major ways of earning a living (i.e., a map of the northeast would show fishing, lumber, farming, and tourism for Maine). Teachers could do this same activity for various periods in U.S. history and the host nation. 10. Create an advertisement for a product or service produced in the area under study. 11. a. Have students plan a lunch of their choice. (1) A list of major ingredients should then be tabulated. (2) Determine which ingredients are natural products in the area of study and which ingredients must be imported. (3) Can a menu be planned by using only natural products of the area of study? Generally these will be traditional foods. b. Discuss the terms scarcity, demand, and market in relation to the availability of food supplies and holiday cooking needs (i.e., turkeys for Thanksgiving, sugar at Christmas time).

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
b. Industries	31. Identifiy economic factors in the development of a country. (HISTORY)			Chap 4, 5		
	32. Know the terms scarcity and market. (ECONOMICS)					
	33. Define the concept of strength in unity as it applies to labor unions. (ECONOMICS)					
	34. Identify characteristics of an effective employee or student. (ECONOMICS)					
c. Trade and Commerce	35. Describe ways of advertising. (ECONOMICS)	pp 325-	p 79			
		328				
	36. Know the concepts of wants and demands. (POLITICAL SCIENCE)					
	37. Make a purchase in a token economy. (ECONOMICS)					
	38. Know the obligation associated with the contract. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	39. Explain a checking account. (ECONOMICS)					
	40. Know the concept of collection. (ECONOMICS)					
	41. Know how to apply ideas. (DECISIONMAKING)					
	42. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
	43. Predict possible outcomes by choices. (DECISIONMAKING)					
5. Political Systems	44. Know the need for law and rules in society. (POLITICAL SCIENCE)	pp 309, 317	pp 80, 90, 100-101	Chap 5	X	12. a. Hold a class discussion on the importance of the need for authority, laws and rules in a society. b. Discuss the Mayflower Compact to emphasize the Pilgrim's awareness of this need for rules and authority.
a. Cities	45. Know the concept of authority. (POLITICAL SCIENCE)					c. Hold classroom elections to maintain student representation in classroom activities. Classroom officers could also participate in a schoolwide student government organization.
(1) Capital of the state(s)	46. Know the purpose of political systems. (POLITICAL SCIENCE)					
(2) Major cities in each state						

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
(3) Govern- ment	47. Know the concept of majority rule. (POLITICAL SCIENCE)					13. Have students research the purposes of political systems (functions they perform). Students can compare and discuss early colonial governments and present government functions. Students should be able to conclude that government functions have changed little.
b. State Govern- ment	48. Know the process of nomination and election of officers. (POLITICAL SCIENCE)					14. Have students write to the governor's office of each state to obtain as much information as possible. This activity should be done early in the school year to emphasize letter writing skills and also to allow time for the information to arrive through the postal system.
	49. Know the function of student body organizations. (POLITICAL SCIENCE)					
	50. Define the terms student body and committee of the whole. (POLITICAL SCIENCE)					
	51. Participate effectively in decisionmaking activities. (POLITICAL SCIENCE)					
	52. Summarize and draw tentative conclusions. (DECISION-MAKING)					
	53. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	54. Form generalizations. (DECISIONMAKING)					
	55. Know the concept of student government. (POLITICAL SCIENCE)					
B. Southeast						
1. History	1. Develop a time line. (HISTORY)	X	pp 84-87 166, 180- 181	Chap 6,7 pp 147, 154-158	Chap 2	1. Have students research the number of presidents that have come from this region. Students could compare how individual economic factors influenced the political activity of the presidents.
	2. Identify the developmental stages of a country in its transition from an agricultural to industrial nation. (HISTORY)					2. Develop 4 picture maps of the region showing major industries (to include agriculture) for the dates 1700, 1850, 1900, and 1970. The class could be divided into groups to do research in the library or in-class study. After the maps are completed and displayed, students should observe developmental trends in the region. The same type of map could be done with population trends within the states of the region.
	3. Identify contributions of national cultural heroes and heroines. (HISTORY)					
	4. Identify political, religious and economic factors which influenced settlements of specific geographical location. (HISTORY)					
2. People						
a. Needs	5. Identify the basic needs common to all individuals. (PSYCHOLOGY)	p 316	pp 90, 348-350	Chap 7	Chap 4	3. After a discussion of wants and needs, have students collect pictures of items they think are needs and those they think are wants. After they have collected these pictures they



Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	6. Describe the impact of the learning process in the socio-cultural development of the community. (ANTHROPOLOGY)					can make a collage or they can be told that they will be going on a space voyage and they have 20 minutes to pick 10 things they want to take along. After 10 minutes remind them that they have 10 minutes before "blast off." After 5 additional minutes, tell students they have too much weight and that they must reduce their selection to five items in the remaining five minutes. When it is time for blast off have a discussion about what was kept and what was discarded. Discuss with them the concept of "needs" and "wants."
	7. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY)					
	8. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	9. Know significant individual differences in ability to sense stimuli. (PSYCHOLOGY)					
b. Culture, Customs, and Traditions	10. Know factors which influence the early formation of an individual's self-concept. (PSYCHOLOGY)	X	p 91	Chap 7	p 74	4. Have a class discussion about the change in the role of women in modern society. Is the statement, "A woman's place is in the home" still accurate? Why or why not? Give examples of jobs and professions women now hold compared to a few years ago. Why have these changes come about? Students might collect news stories and pictures which show women in a variety of occupations.
	11. Know outward signs by which people in his or her culture display signs of anger, happiness, anxiety, etc. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	12. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					
	13. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)					
	14. Know the concept of cultural anthropology. (ANTHROPOLOGY)					
	15. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					
	16. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	17. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)					
	18. Know that what a person feels toward or about another person is often a response to a particular behavior. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	19. Define and utilize terms related to course content. (SOCIOLOGY)					
	20. Know the common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					
	21. Work in a group situation. (SKILLS)					
	22. Explore the concept of the dignity of work. (PSYCHOLOGY)					
	23. Identify and explain contributing factors involved in a simple problem or issue. (DECISIONMAKING)					
	24. Recognize that there are factors which influence an individual's point of view. (DECISIONMAKING)					
	25. Explore career interests and ambitions. (PSYCHOLOGY)					
						5. Interview people who have called this region home to discover traditions, songs, foods, clothing, etc., that are considered "typical" of the region. Students could try to trace these traditions to a particular ethnic group or geographical factor. A host nation item peculiar to the area could be used as an introduction or a follow-up activity.
						6. Try to arrange an interview with someone who immigrated to the United States. Find out what changes the immigration made on that person's life. Prior to the interview, students might develop questions they want asked during the interview.
						7. Do research on the colony at Jamestown concerning the conflict between members of the colony who worked to produce their own food for survival while others searched for gold. What conflicts arose? How was the conflict resolved? Who resolved the conflict? Why was this individual able to resolve the problem? Is the idea that everyone must work important today?

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	26. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					
	27. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					
3. Geography	28. Analyze demographic factors as they relate to geography, economics, and the environment. (SOCIOLOGY)	pp 55, 83-84, 189-190	p 167	Chap 6	X	8. <u>State Back</u> Place tag which includes a picture, names of people, important state dates, products, or events on each student's back so that the student is unaware of what his tag has on it. The student asks questions (yes or no) about what is on his or her back. Questions might include: 1. Am I a person? 2. Am I an important date? 3. Am I food? 4. Am I a product of the state?
a. Natural Environment						
	29. Determine the geographical influence on U.S. regional developments. (HISTORY)					9. As a culminating activity in the study of a region the class can play the game "What state am I?" A small group of students can make a list of facts about a state in the region. The rest of the class is divided into two teams. The questions are asked one at a time of each group. The team giving the right answer scores a point for the team.
b. Man-Made Environment						

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
4. Economics	30. Discuss the need to consider natural and human resources in planning changes for the future. (HISTORY)	X	pp 167-178	Chap 6	X	10. Have students list ways agricultural land is being used for purposes other than food production. Have them observe what is happening in their local community or on trips around the host nation. Have them list how this land is being used.
a. Resources	(1) Natural					11. In a study of the states in the Southeast region have the students identify the natural resources in the state, or map picture maps which show the location of those resources. What industries have developed as a result of those resources? What kinds of jobs have been created for people in those industries? Have these industries affected the population of the region? If any changes or trends are evident, have students predict if the trends will continue or change, and why?
(2) Human						12. Discuss the term human resources: What does this mean? How are human resources alike and how are they different? Discuss the various skills that are involved in human resources? How are these skills developed in school, as an apprentice, and through on-the-job training program? How are they passed down from one generation to another?
b. Industries	31. Identify economic factors in the development of a country. (HISTORY)					13. <u>Industries</u> Ask students what job they think they want to do. Ask them to think about the qualifications they will need to have. They may want to check the library to find out some of

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
c. Trade and Commerce	32. Know the terms scarcity and market. (ECONOMICS)					the qualifications they will need. They may interview others to find out what the qualifications are. Discuss in class what they have learned.
	33. Define the concept of strength in unity as it applies to labor unions. (ECONOMICS)					13. Ask students which breakfast cereal they eat or like for breakfast. Ask them why they buy that particular kind? You might categorize the reasons: nutrition, prizes, name, endorsed by a celebrity, appearance, taste. Have them check on the boxes the ingredients and where they came from, and where the cereal was processed. Organize the class into several groups and have them pretend they work for a cereal company and have the job of advertising a new cereal to convince people to buy it. Have each group present their advertisement to the class. After all presentations are made, the class might decide which cereal they would try. They can also discuss truth in advertising and the responsibility a manufacturer has to a consumer.
	34. Identify characteristics of an effective employee or student. (ECONOMICS)					
	35. Describe ways of advertising. (ECONOMICS)					
	36. Know the concepts of wants and demands. (POLITICAL SCIENCE)					
	37. Make a purchase in a token economy. (ECONOMICS)					
	38. Know the obligation associated with the contract.					
	39. Explain a checking account. (ECONOMICS)					
	40. Know the concept of collection. (ECONOMICS)					



Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	41. Know how to apply ideas. (DECISIONMAKING)					
	42. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
	43. Predict possible outcomes by choices. (DECISION-MAKING)					
5. Political Systems	44. Know the need for law and rules in society. (POLITICAL SCIENCE)	X	p 179	X	p 81	14. <u>Population</u> - of cities or states in the region. Have students check the World Almanac, census reports, or other sources in the library to determine the census of the cities or states in the 1980s, 1970s, and 1960s to realize what has happened to the population. They can then discuss possible reasons for the change in the populations. Have them make graphs representing the growth in population. U.S. population in 1800 was 5.3 million, 1850 it was 23.1 million, in 1900 it was 75.9 million, in 1950, 151.3 million.
a. Cities	45. Know the concept of authority. (POLITICAL SCIENCE)					
(1) Capital of the state(s)	46. Know the purpose of political systems. (POLITICAL SCIENCE)					
(2) Major cities of each state	47. Know the concept of majority rule. (POLITICAL SCIENCE)					
b. State Government	48. Know the process of nomination and selection of officers. (POLITICAL SCIENCE)					15. Try to locate a map which shows the population distribution in the United States. Discuss reasons why people live where they do? What areas have the least population? Why don't more people move there?

Grade Level: 4th

Marking Period: 2nd

Suggested Time Frame: Weeks 5 - 8

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	49. Know the function of student body organizations. (POLITICAL SCIENCE)					
	50. Define the terms student body and committee of the whole. (POLITICAL SCIENCE)					
	51. Participate effectively in decisionmaking activities. (POLITICAL SCIENCE)					
	52. Summarize and draw tentative conclusions. (DECISION-MAKING)					
	53. Know that comparison is a key proceeds in inquiry and decisionmaking. (DECISION-MAKING)					
	54. Form generalizations. (DECISIONMAKING)					
	55. Know the concept of student government. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
IV. Regions C. North Central 1. History	1. Develop a time line. (HISTORY)	X	p 155	pp 198-200	pp 59-62	1. Make arrangements with another classroom to collect their waste basket at the end of the day. Discuss with the students that anthropologist, historians and other social scientists many times find valuable clues to what happened in the past by carefully searching the areas where trash and waste were disposed. Have the students reconstruct what happened in the other classroom by carefully studying the materials which have been discarded. Can they determine what was studied before or after lunch? Are there any clues in the waste basket which would indicate a lunch period?
	2. Identify the developmental stages of a country in its transition from an agricultural to industrial nation. (HISTORY)					2. Students should list as many reasons as possible for people moving. A class discussion could draw parallels to the particular region being studied.
	3. Identify contributions of national and cultural heroes and heroines. (HISTORY)					3. Use the study of animal adaptations of a particular region as a prelude to show how human groups have adapted to particular climates. Students could collect pictures of animals that are common to a region. A discussion should then follow to determine if animals could live as well in another region.
	4. Identify political, religion and economic factors which influenced settlements of specific geographical location. (HISTORY)					
2. People a. Needs	5. Identify the basic needs common to all individuals. (PSYCHOLOGY)		pp 251, 333-337			
	6. Describe the impact of the learning process in the socio-cultural development of the community. (ANTHROPOLOGY)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
b. Culture, Customs, and Traditions	7. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY)					4. Identify three different cultures cited in the social studies text. Students should determine and compare how information is passed on from generation to generation in these three cultures. Students can also investigate the various ways in which information is passed in our own culture and possibly the host nation culture.
	8. Compare and contrast types of social groupings. (ANTHROPOLOGY)					5. Investigate the various ethnic and cultural groups which live in one of the cities in this region. Do they live in certain sections of the city? Do these groups tend to live in the same areas? Why? Is there a sizable number of people from other countries living in your host nation city? Do they live in the same area? Do most Americans live in one area? Why does this happen?
	9. Know significant individual differences in ability to sense stimuli. (PSYCHOLOGY)	X	X	p 193	X	6. Observe other students in school to try and determine how they show emotion, such as: anger, anxiety, happiness, sadness, or frustration. Compare these signs or expressions with those of adults in the American community and also in the host community. Are there any differences?
	10. Know factors which influence the early formation of an individual's self-concept. (PSYCHOLOGY)					7. Present the class with the hypothetical problem of a friend shopping for a bottle of medicine in drug store. The mother of the friend needs the medicine. You observed your friend stealing the medicine. What should you do?
	11. Know outward signs by which people in his or her culture display signs of anger, happiness, anxiety, etc. (PSYCHOLOGY)					
	12. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					



Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	13. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)					Have students write down on a piece of paper what they would do. Then have them form groups to make group decisions on what they would do and why. Then have a class discussion about their proposed actions. Try to reach a consensus of the class on the action which should be taken.
	14. Know the concept of cultural anthropology. (ANTHROPOLOGY)					
	15. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					
	16. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	17. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)					
	18. Know that what a person feels toward or about another person is often a response to a particular behavior. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	19. Define and utilize terms related to course content. (SOCIOLOGY)					
	20. Know the common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					
	21. Explore the concept of the dignity of work. (PSYCHOLOGY)					
	22. Identify and explain contributing factors involved in a simple problem or issue. (DECISIONMAKING)					
	23. Recognize that there are factors which influence an individual's point of view. (DECISIONMAKING)					
	24. Explore career interests and ambitions. (PSYCHOLOGY)					
	25. Know that comparison is a key process in inquiry and decisionmaking. (DECISIONMAKING)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	26. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					
3. Geography	27. Analyze demographic factors as they relate to geography, economics, shelter, and the environment. (SOCIOLOGY)	p 16	p 155	Chap 8	X	8. On a map, have students locate the place where they were born and the places their parents were born. If possible the place where their grandparents were born. They can then locate the place where they are now living. This should give them some idea about the mobility of people and they can see how far they have moved.
a. Natural Environment						
	28. Determine the geographical influence on U.S. regional developments. (HISTORY)					
b. Man-made Environment						
4. Economics	29. Discuss the need to consider natural and human resources in planning changes for the future. (HISTORY)	pp 203-205	pp 150-151, 155-157	pp 172-173	X	9. Since most of the auto industry is located in this region, have students investigate the reason for this. They should locate the steel producing area, the transportation possibilities and other factors. Is population a factor in this location?
a. Resources						
(1) Natural						
(2) Human						
b. Industries	30. Identify economic factors in the development of a country. (HISTORY)	pp 112-114, 141-144	p 156	pp 173-176	X	10. Ask students to identify the various jobs around the school: teachers, secretaries, principals, supply personnel, janitorial personnel, cooks, etc. Ask why there are so many people doing these jobs? Why doesn't each classroom take care of all their own needs? Explain division of labor. Can people do their jobs better when everyone has a special job? What are the advantages? Are there any disadvantages in dividing labor?
	31. Know the terms scarcity and market. (ECONOMICS)					
	32. Define the concept of strength in unity as it applies to labor unions. (ECONOMICS)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	40. Know how to apply ideas. (DECISIONMAKING)					
	41. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
	42. Predict possible outcomes by choices. (DECISIONMAKING)					
5. Political Systems		X	p 155	pp 194-195	X	
a. Cities	43. Know the need for law and rules in society. (POLITICAL SCIENCE)					13. Below are lists of the fifteen largest cities in the United States in the 1950 census and in the 1970 census:
(1) Capital of the state(s)						1950
(2) Major cities of each state	44. Know the concept of authority. (POLITICAL SCIENCE)					1. New York
	45. Know the purpose of political systems. (POLITICAL SCIENCE)					2. Chicago
						3. Philadelphia
	46. Know the concept of majority rule. (POLITICAL SCIENCE)					4. Los Angeles
						5. Detroit
	47. Know the process of nomination and selection of officers. (POLITICAL SCIENCE)					6. Baltimore
						7. Cleveland
						8. St. Louis
						9. Washington, DC
						10. Boston
						11. San Francisco
						12. Pittsburgh
						13. Milwaukee
						14. Houston
						15. Buffalo
						1. New York
						2. Chicago
						3. Los Angeles
						4. Philadelphia
						5. Detroit
						6. Houston
						7. Baltimore
						8. Dallas
						9. Washington, DC
						10. Cleveland
						11. Indianapolis
						12. Milwaukee
						13. San Francisco
						14. San Diego
						15. San Antonio

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	40. Know how to apply ideas. (DECISIONMAKING)					
	41. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
	42. Predict possible outcomes by choices. (DECISIONMAKING)					
5. Political Systems		X	p 155	pp 194-195	X	
a. Cities	43. Know the need for law and rules in society. (POLITICAL SCIENCE)					13. Below are lists of the fifteen largest cities in the United States in the 1950 census and in the 1970 census:
(1) Capital of the state(s)						1950
(2) Major cities of each state	44. Know the concept of authority. (POLITICAL SCIENCE)					1. New York
	45. Know the purpose of political systems. (POLITICAL SCIENCE)					2. Chicago
						3. Philadelphia
	46. Know the concept of majority rule. (POLITICAL SCIENCE)					4. Los Angeles
						5. Detroit
	47. Know the process of nomination and selection of officers. (POLITICAL SCIENCE)					6. Baltimore
						7. Cleveland
						8. St. Louis
						9. Washington, DC
						10. Boston
						11. San Francisco
						12. Pittsburgh
						13. Milwaukee
						14. Houston
						15. Buffalo
						1. New York
						2. Chicago
						3. Los Angeles
						4. Philadelphia
						5. Detroit
						6. Houston
						7. Baltimore
						8. Dallas
						9. Washington, DC
						10. Cleveland
						11. Indianapolis
						12. Milwaukee
						13. San Francisco
						14. San Diego
						15. San Antonio

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	48. Know the functions of student body organizations. (POLITICAL SCIENCE)					Ask students to check in the media center or obtain from other sources the 15 largest cities in the 1980 census. Have them compare the three lists and try and determine why these changes might be occurring. Do they see cities in any of the regions they are studying gaining or losing population? Why might this be? Have students identify the states these cities are in.
	49. Define the terms student body and committee of the whole. (POLITICAL SCIENCE)					
	50. Participate effectively in decisionmaking activities. (POLITICAL SCIENCE)					
	51. Summarize and draw tentative conclusions. (DECISION-MAKING)					
	52. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					
	53. Form generalizations. (DECISIONMAKING)					
	54. Know the concept of student government. (POLITICAL SCIENCE)					
b. State Government		X	X	pp 180-181	X	

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK		SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
			GINN			
IV. Regions D. Rocky Mountain Region 1. History	1. Develop a time line. (HISTORY)		X	Chap 10	Chap 9	1. Trace the development of a city in this region and compare its development with that of your host nation town or city. Gather as much information as possible about these cities and their history. Investigate the following: a. When did the city start? b. What attracted the original settlers (protection, trade, water resources, etc.)? c. What did the original settlement look like? d. What kind of jobs did people have? e. Who were their leaders? f. What caused the city to grow? g. What important changes took place in its history? h. Is there any evidence of the city's past? (old buildings, museums, etc.) i. Were there any famous citizens? j. What problems did the city face as it grew and expanded? Make a time line showing important events of these cities' histories, compare these time lines. Notice any differences smfd similarities. To obtain information about any city in the United States you can have students write to the Chamber of Commerce or mayor's office of that city.
	2. Identify the developmental stages of a country in its transition from an agricultural to industrial nation. (HISTORY)	X	X	pp 235-242	pp 191-197	
	3. Identify contributions of national and cultural heroes. (HISTORY)					
	4. Identify political, religious, and economic factors which influenced settlements of specific geographical location. (HISTORY)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
2. People a. Needs	5. Identify the basic needs common to all individuals. (PSYCHOLOGY)	pp 192-193	X		Chap 11 X	2. Have students individually compile a list of groups in which they belong. Point out that the school is a group, the classroom, boys, girls, etc. A class list should be placed on the board for students to see the various types of groups. Students could also see how many classmates belong to similar groups. What qualifications are required to become a member of certain groups? Students could compare school and community groups to that of the host nation. Possibly a host nation group could be invited to the classroom.
	6. Describe the impact of the learning process in the socio-cultural development of the community. (ANTHROPOLOGY)					
	7. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY)					
	8. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	9. Know significant individual differences in ability to sense stimuli. (PSYCHOLOGY)					
b. Culture, Customs, and Traditions	10. Know factors which influence the early formation of an individuals self-concept. (PSYCHOLOGY)	X	X	X	X	3. Have a class discussion about self-concept. What it means and how it affects individuals. Discuss things that make people have good self-concepts and things that tend to make people have poor self-concepts. Discuss how people's actions and speaking can affect



Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	11. Know outward signs by which people in his or her culture display signs of anger, happiness, anxiety, etc. (PSYCHOLOGY)					others' self-concept. After this discussion students could develop two lists about themselves. One list would contain the things which make them feel good about themselves and the other those things that make them feel bad about themselves. Have them study their list and think of things they can do to improve those items they listed as making them feel bad. Students can be asked to share one item they listed for making them feel good about themselves. A discussion could be held to analyze the items which were identified as providing a good positive self-concept.
	12. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					
	13. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)					
	14. Know the concept of cultural anthropology. (ANTHROPOLOGY)					
	15. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					
	16. Compare and contrast types of social groupings. (ANTHROPOLOGY)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	17. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)					
	18. Know that what a person feels toward or about another person is often a response to a particular behavior. (PSYCHOLOGY)					
	19. Define and utilize terms related to course content. (SOCIOLOGY)					
	20. Know the common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					
	21. Work in a group situation. (SKILL)					
	22. Explore the concept of the dignity of work. (PSYCHOLOGY)					
						4. Since many birds and animals of this region as well as other regions are facing extinct, students should investigate the cause of this danger and suggest solutions. Students can write to the following addresses to obtain more information about animal protection.

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Marking Period: 3rd

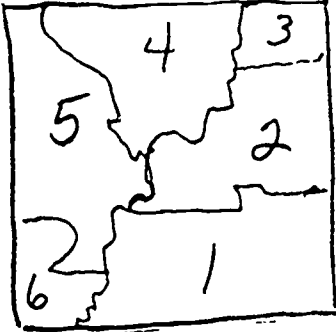
Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOOL-ASTIC	SILVER BURDETT	ACTIVITIES
	23. Identify and explain contributing factors involved in a simple problem or issue. (DECISIONMAKING)					Animal Protection Institute of America P.O. Box 22505 Sacramento, CA 95822
	24. Recognize that there are factors which influence an individual's point of view. (DECISIONMAKING)					Committee for Humane Legislation 11 W. 60th Street New York, NY 10023
	25. Explore career interests and ambitions. (ANTHROPOLOGY)					Friends of Animals 11 W. 60th Street New York, NY 10023
	26. Know that comparison is a key process in inquiry and decisionmaking. (DECISIONMAKING)					International Society for Protection of Animals 106 Jermyn Street London, England or 29 Perkins Street Boston, MA
	27. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					KIND: National Humane Education Center 2100 L Street, N.W. Washington, DC 20037
						Society for Animal Rights 400 E 51st Street New York, NY 10022

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

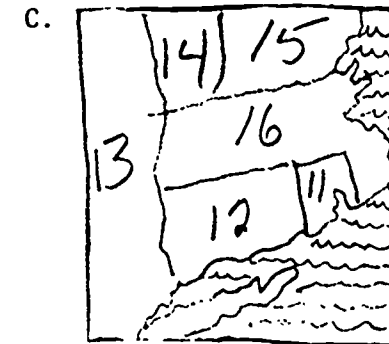
AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
3. Geography a. Natural Environment	28. Analyze demographic factors as they relate to geography, economics, shelter, and the environment. (SOCIOLOGY)	pp 16, 77	X	Chap 10	X	5. Here are small sections of a U.S. map showing border regions of various states. These may be copied on the chalkboard or on a ditto. Ask students to identify these states' borders: A.  1. Tennessee 2. Kentucky 3. Indiana 4. Illinois 5. Missouri 6. Arkansas
b. Man-Made Environment	29. Determine the geographical influence on U.S. regional developments. (HISTORY)					

Grade Level: 4th

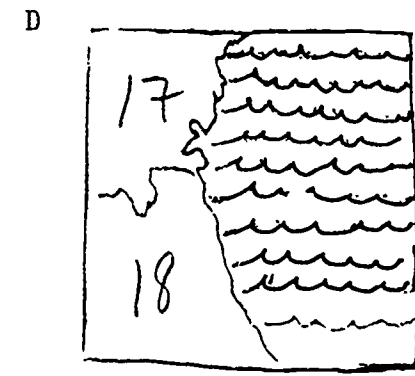
Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
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- 11. Rhode Island
- 12. Connecticut
- 13. New York
- 14. Vermont
- 15. New Hampshire
- 16. Massachusetts



- 17. Georgia
- 18. Florida

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
4. Economics a. Resources (1) Natural (2) Human	30. Discuss the need to consider natural and human resources in planning changes for the future. (HISTORY)	X	X	p 214	p 209	6. Have students investigate the mineral resources of this region, especially silver and copper. They could find locations of deposits, how it is mined, what is it used for, where is it processed, and if it is used only in the United States or is it exported. Students might also investigate to determine if mining of these mineral resources is endangering the environment. They can develop a list of careers which are involved in mining in this region. Comparison can be made of mining of mineral deposits in the host nation or the processing of these minerals. Another activity might be to determine if these mineral resources are limited and if conservation is needed or if there seems to be adequate reserves for the future. Are there additional mineral deposits which have not been discovered?
b. Industries	31. Identify economic factors in the development of a country. (HISTORY)	X	X	p 218	p 210	7. Have students compare the type of agriculture in this region with other regions in the United States. A comparison can also be made with that of the host nation. Write the following list of foods on the board: hamburger lamb chops canned beef stew beef sausage frozen lamb stew roast beef TV dinner
	32. Know the terms scarcity and market. (ECONOMICS)					
	33. Define the concept of strength in unity as it applies to labor unions. (ECONOMICS)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	34. Identify characteristics of an effective employee or student. (ECONOMICS)					Have students research the process involved from the farm to the grocery store. Emphasis should be made on careers involved with each occupational specialization in the process from farmer to consumer. Transportation modes can also be researched to see how these products get to their final destination. Are these foods available in the host nation? If so, how do they get there?
	35. Know the terms geographic and occupation specialization. (ECONOMICS)					
c. Trade and Commerce	36. Describe ways of advertising. (ECONOMICS)	X	X	X	X	
	37. Know the concepts of wants and demands. (POLITICAL SCIENCE)					
	38. Make a purchase in a token economy. (ECONOMICS)					
	39. Know the obligation associated with the contract.					
	40. Explain a checking account. (ECONOMICS)					
	41. Know the concept of collection. (ECONOMICS)					
	42. Know how to apply ideas. (DECISIONMAKING)					

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	43. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
5. Political Systems	44. Know the need for law and rules in society. (POLITICAL SCIENCE)	X	X	X	pp 197-208	8. A group or class project could involve a study of the Mormon settlement of Salt Lake City. They could investigate the reasons for the Mormon group moving to Utah, settling in Salt Lake, how they converted the desert into a productive area, and how their practice of irrigation influenced the western United States.
a. Cities	(1) Capital of the state(s)					9. In each sentence below, a name of a state is hidden. To locate the state name you have to connect two or more words; the answers underlined.
(2) Major cities of each state	45. Predict possible outcomes of choices. (DECISION-MAKING)					1. I have to <u>color</u> a door and a window before my picture is finished.
b. State Government	46. Know the concept of authority. (POLITICAL SCIENCE)					2. "Are you <u>ill</u> ?" I noisily asked my brother before I realized he was asleep.
	47. Know the purpose of political systems. (POLITICAL SCIENCE)					3. A lab <u>amature</u> misjudged the strength of the chemicals used in the experiment.
	48. Know the concept of majority rule. (POLITICAL SCIENCE)					4. " <u>Al</u> ask anything you want," said the teacher.
	49. Know the process of nomination and election of officers. (POLITICAL SCIENCE)					5. I found the missing toy <u>in Diana's</u> room.

Grade Level: 4th

Marking Period: 3rd

Suggested Time Frame: Weeks 7 - 9

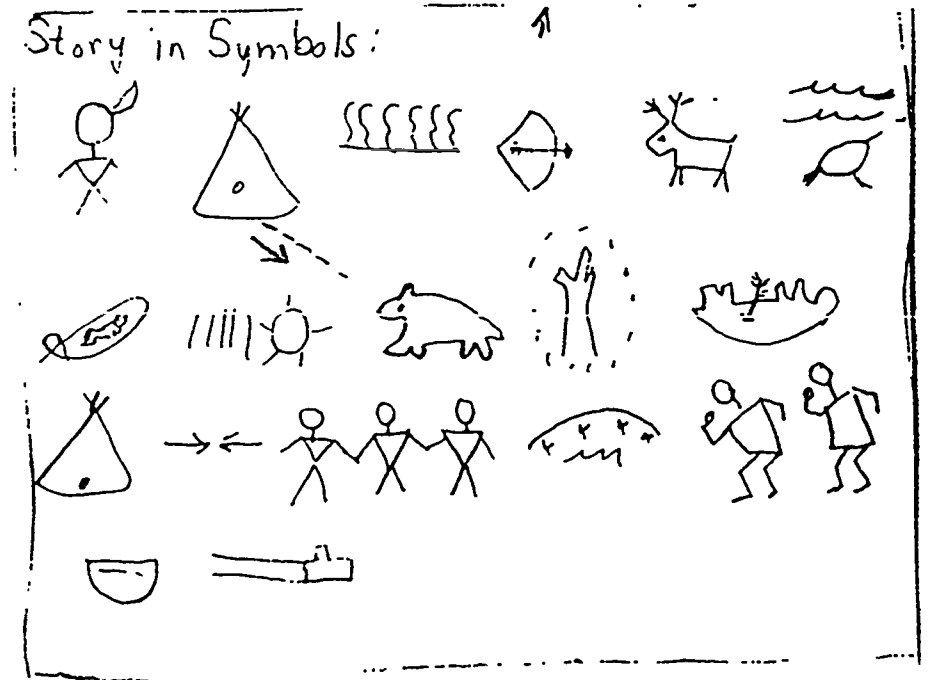
AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	50. Know the function of student body organizations. (POLITICAL SCIENCE)					6. John created a dilemma in every assignment he was given.
	51. Define the terms student body and committee of the whole. (POLITICAL SCIENCE)					7. The hunting cabin was <u>but a hut</u> and yet it was like a castle.
	52. Participate effectively in decisionmaking activities. (POLITICAL SCIENCE)					8. <u>Did a hole</u> in the road cause the accident?
	53. Summarize and draw tentative conclusions. (DECISION-MAKING)					9. On our flight we flew <u>over Monticello</u> .
	54. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					
	55. Form generalizations. (DECISIONMAKING)					
	56. Know the concept of student government. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
IV. Regions E. Southwest Region 1. History	<ol style="list-style-type: none">1. Develop a time line. (HISTORY)2. Identify the developmental stages of a country in its transition from an agricultural to industrial nation. (HISTORY)3. Identify contributions of national and cultural heroes and heroines. (HISTORY)4. Identify political, religious, and economic factors which influenced settlements of specific geographical location. (HISTORY)	pp 101-103	pp 58-61, 184-185	Chap 12, 13 pp 282-288	X	<ol style="list-style-type: none">1. Students should develop a time line of the major historical events in this region beginning with the Native Americans and continuing to present day. Students could work in groups and study the individual states that make up this region.2. Below is an Indian symbol story. Ask students to try to translate what the story is about:



Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
2. People a. Needs	5. Identify the basic needs common to all individuals. (PSYCHOLOGY) 6. Describe the impact of the learning process in the socio-cultural development of the community. (ANTHROPOLOGY) 7. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY) 8. Compare and contrast types social groupings. (ANTHROPOLOGY) 9. Know significant individual differences in ability to sense stimuli. (PSYCHOLOGY)	p 160	pp 60, 199-200, 334-339	Chap 13	X	Translation: The chief left his teepee in the summer to hunt deer. By a lake they caught a beaver. After five days he saw a bear in the forest. He killed the bear. As he returned to the teepee, he met friends. They camped under the stars. They danced and feasted together in friendship. 3. Have students research the construction of a Spanish mission and list what needs were met and how this was done. An actual physical construction of adobe bricks could be made by using the following recipe: Make a rectangular form out of wood or strong cardboard. Use firm soil. Add enough water to the soil to soften it. Pour mixture into form and put into direct sunlight to bake. This can also be done by substituting clay for soil and baking in a kiln. If enough bricks are manufactured, a miniature mission can be constructed. Students should discover why this type of building was done in this region. Students should also investigate how mankind's basic need for food was met in a land of little rain.

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
b. Culture, Customs, and Traditions	10. Know factors which influence the early formation of an individual's self-concept. (PSYCHOLOGY)	X	X	X	X	4. Have students research and compare the cultures of the Hopi and Navajo Indian tribes. Particular attention should be made to those aspects of the culture which are still maintained today. What changes have these groups had to make to maintain Indian traditions and still live harmoniously in today's society? Students should be able to state reasons for the value of maintaining this cultural heritage. Oral and written reports could be presented. Students could also respond in a creative writing activity how they would feel if they were a member of one of these groups. Some of the Indian customs could be dramatized in the classroom. 5. Students could write to the Governor's office in Austin to request information on the Texas State Fair which is the largest state fair in the United States. Students could plan a classroom fair and have each student or a group of students responsible for displays. A token economy could be established to allow visitors to make purchases at the fair. This is an excellent activity for schoolwide or PTA/ involvement. Students could research the history of the Texas State Fair. What events are usually included and reasons why the fair has continued annually. Students could base
	11. Know outward signs by which people in his or her culture display signs of anger, happiness, anxiety, etc. (PSYCHOLOGY)					
	12. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					
	13. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)					
	14. Know the concept of cultural anthropology. (ANTHROPOLOGY)					
	15. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	16. Compare and contrast types of social groupings. (ANTHROPOLOGY)					their classroom fair on the information gathered about the Texas State Fair. In deciding what to include in the classroom fair, students should discuss possible advantages, disadvantages, and outcomes before a final plan is devised.
	17. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)					
	18. Know that what a person feels toward or about another person is often a response to a particular behavior. (PSYCHOLOGY)					
	19. Define and utilize terms related to course content. (SOCIOLOGY)					
	20. Know the common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					
	21. Work in a group situation. (SKILL)					
	22. Explore the concept of the dignity of work. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	23. Identify and explain contributing factors involved in a simple problem or issue. (DECISIONMAKING)					
	24. Recognize that there are factors which influence an individual's point of view. (DECISIONMAKING)					
	25. Explore career interests and ambitions. (PSYCHOLOGY)					
	26. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					
	27. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					
3. Geography	28. Analyze demographic factors as they relate to geography, economics, shelter, and the environment. (SOCIOLOGY)	pp 57, 78	X	X	X	6. Students could write to the Grand Canyon National Park in Arizona to obtain an information packet which includes a map, informational brochures on wildlife and the environment, and pictures. Students could then create a bulletin board displaying reports, brochures, pictures, maps, etc. Students could also make a flour, salt, and water model of the Grand Canyon. Students should research the history and theories as to the origin of the Grand Canyon. Walt Disney's
a. Natural Environment						
b. Man-Made Environment	29. Determine the geographical influence on U.S. regional developments. (HISTORY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
4. Economics	30. Discuss the need to consider natural and human resources in planning changes for the future. (HISTORY)	p 241	pp 186-198	p 260	X	<p><u>Grand Canyon Suite</u> 16mm film could be shown if available at your school. This film shows the beauty of the canyon as you hear the music of the "Grand Canyon Suite." Students could draw their favorite scene from the movie to create a classroom Grand Canyon when all of the pictures are hung together.</p> <p>7. Have students write to oil companies who have corporate headquarters in Dallas or Houston. Students could research the oil industry beginning with the search for oil, oil discovery, and then the various processes involved to get to the finished product. The class could prepare a list of as many products as they can think of which have something to do with or as a result of the oil industry. This is an excellent area to tie in science, an energy unit, and a discussion on conservation. Career possibilities could be investigated by the students through interviews, research, guest speakers, reports, etc. A comparison of oil deposits between this region and the host nation could be done through map drawing, field trips, and guest speakers.</p>

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN		SCHOL-	SILVER	ACTIVITIES
		BOOK	GINN	ASTIC	BURDETT	
b. Industries	31. Identify economic factors in the development of a country. (HISTORY)	X	X	pp 261-263	X	8. Students could research the various jobs associated with the ranches of this region. Oral reports could be given on each job to give the entire class information on the work required of each job. Since different brands were created for each ranch, the students could create an individual brand that they could use on "their ranch." Students should list the qualities in a person that would be hired to work on the ranch. A list of questions could be compiled by the students to be used to interview other students to work on the ranch. Actual job interviews could be held after the ranch owner designs an ad to appear in a classroom newspaper which would announce job openings on the ranch. Students could also research the strength of labor unions on ranches in this region. Are they prevalent or not? Why? A class discussion or debate could be held concerning benefits and wages versus the ability of the ranch owner to fulfill the employees' demands.
c. Trade and Commerce	32. Know the terms scarcity and market. (ECONOMICS)	X	X	X	X	
	33. Define the concept of strength in unity as it applies to labor unions. (ECONOMICS)					
	34. Identify characteristics of an effective employee or student. (ECONOMICS)					
	35. Describe ways of advertising. (ECONOMICS)					
	36. Know the concepts of wants and demands. (POLITICAL SCIENCE)					
	37. Make a purchase in a token economy. (ECONOMICS)					
	38. Know the obligation associated with the contract. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	39. Explain a checking account. (ECONOMICS)					
	40. Know the concept of collection. (ECONOMICS)					
	41. Know how to apply ideas. (DECISIONMAKING)					
	42. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
	43. Predict possible outcomes of choices. (DECISION-MAKING)					
5. Political Systems	44. Know the need for law and rules in society. (POLITICAL SCIENCE)	X	pp 200-201	X	X	9. Hidden States
a. Cities						The names of more than 20 states of the United States are hidden in the sentences that follow. Each state has all its letters in their correct order, so see if you can find them!
(1) Capital of the state(s)	45. Know the concept of authority. (POLITICAL SCIENCE)					After I pay my <u>bill</u> , I <u>noisily</u> go to the main entrance to say that <u>whenever Monte and Rosemar</u> <u>land down Rio way</u> , I will <u>bring out a huge cake</u> of <u>large or giant</u> size in their honor, without <u>protocol or adornment</u> , as when you capture a <u>citadel</u> a war ends unless <u>more gongs</u> sound or waves come <u>swashing to narrow</u> channels. A demure (<u>miss is sipping</u> tea, giving the lid a hopeful lift, thinking that if the cream is
(2) Major cities of each state	46. Know the purpose of political systems. (POLITICAL SCIENCE)					
b. State Government	47. Know the concept of majority rule. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 1 - 3

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	48. Know the process of nomination and election of officers. (POLITICAL SCIENCE)					<u>sour I won't care. As for a lemon tangers can have it like Balakan sashes or something cornical a skater might wear. So when eating chicken, tuck your napkin under and don't get exasperated, as I find I analyze things better that way, for whenever my thoughts begin to disconnect, I cutely twist them together again, and if anyone says, "Oh" I open the door and, as they say in Scotch, Awa! I immediately go!</u>
	49. Know the function of student body organizations. (POLITICAL SCIENCE)					
	50. Define the terms student body and committee of the whole. (POLITICAL SCIENCE)					
	51. Participate effectively in decisionmaking activities. (POLITICAL SCIENCE)					
	52. Summarize and draw tentative conclusions. (DECISION-MAKING)					
	53. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					
	54. Form generalizations. (DECISIONMAKING)					
	55. Know the concept of student government. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
IV. Regions F. Pacific Region 1. History	1. Develop a time line. (HISTORY)	X	pp 204-205, 224, 248-249	Chap 14, 15 p 332	X	1. Students could work in groups to develop a time line for each state in this region. Major historical events should be included. Each student could select one historical event and present an oral report about it to the class as each event is introduced to the class on the group's time line.
	2. Identify the developmental stages of a country in its transition from an agricultural to industrial nation. (HISTORY)					2. Have your students pretend that they are one of the members of the Lewis and Clark expedition or a fur trapper who has suddenly returned to the region today. Have them write a short essay about the changes that have come about.
	3. Identify contributions of national and cultural heroes and heroines. (HISTORY)					3. Student could read about the Spanish explorers and settlements in this region and try to find out what lasting influences they made to this area.
	4. Identify political, religious, and economic factors which influenced settlements of specific geographical location. (HISTORY)					
2. People a. Needs	5. Identify the basic needs common to all individuals. (PSYCHOLOGY)	pp 93, 351	pp 233, 261, 328-333, 340-343	Chap 15	pp 62-64	4. Students could investigate how several large cities in this region resolve the problem of an increasing need for water. Research could go back as far as the Romans building the aqueduct and comparing that system to the California Aqueduct. Similar studies and comparisons can also be made with the host nation. Creative students might be able to devise a model of an existing aqueduct system or create a new one. The need for water
	6. Describe the impact of the learning process in the socio-cultural development of the community. (ANTHROPOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	7. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY)					for irrigation and the use of water to make electricity could also be researched. Guest speakers or a study trip to an electric plant operated by water could be planned if one is close to your school.
	8. Compare and contrast types of social groups. (ANTHROPOLOGY)					
	9. Know significant individual differences in ability to sense stimuli. (PSYCHOLOGY)					
b. Culture, Customs, and Traditions	10. Know factors which influence the early formation of an individual's self-concept. (PSYCHOLOGY)	X	pp 219, 242-244, 252-255	X	X	5. Students could research legends and traditions that are peculiar to this region. Which customs are still celebrated today? A classroom dramatization of a celebration could be presented. Legends could be shown on a student-made filmstrip, roll-type paper movie, a diorama, poster, or puppet show. A taped narration could also be presented.
	11. Know outward signs by which people in his or her culture display signs of anger, happiness, anxiety, etc. (PSYCHOLOGY)					6. Students could research the influences that the Spanish, Mexican, and Asian immigrants have established in this region. Students could look into customs and traditions originating in the homeland and brought to this region and still continued. Are any of these customs done in the host nation? Has the Spanish, Mexican, and Asian influence affected architecture, food, dress? Why does this area attract so many immigrants?
	12. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	13. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)					
	14. Know the concept of cultural anthropology. (ANTHROPOLOGY)					
	15. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					
	16. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
	17. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)					
	18. Know that what a person feels toward or about another person is often a response to a particular behavior. (PSYCHOLOGY)					
	19. Define and utilize terms related to course content. (SOCIOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	20. Know common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					
	21. Work in a group situation. (SKILL)					7. Have students or groups of students draw a four inch square on a sheet of paper. Have them take kernels of corn or beans and starting with 1 kernel or bean, begin doubling the number. How many times can they double the number before there is no longer room to double again. Relate this to the population of the earth if populations continue to grow. Compare geographical regions of immigrants and new homes.
	22. Explore the concept of the dignity of work. (PSYCHOLOGY)					
	23. Identify and explain contributing factors involved in a simple problem or issue. (DECISIONMAKING)					
	24. Recognize that there are factors which influence an individual's point of view. (DECISIONMAKING)					
	25. Explore career interests and ambitions. (PSYCHOLOGY)					
	26. Know that comparison is a key process in inquiry and decision making. (DECISION-MAKING)					



Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	27. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					
3. Geography	28. Analyze demographic factors as they relate to geography, economics, shelter, and the environment. (SOCIOLOGY)	pp 21, 32, 42, 48, 56, 58, 70-75, 87	pp 206-208, 215, 217, 225, 230-231, 235-237, 249-251, 262-263	Chap 14	X	
a. Natural Environment						8. Have students write NATURAL on one side of a piece of paper and MAN-MADE on the other. Students should list as many possibilities that they can think of to fit in both columns. A class list should be compiled on the board followed by a discussion on the actual definitions of these terms and their characteristics. Can something be both natural and man-made?
b. Man-Made Environment	29. Determine the geographical influence on U.S. regional developments. (HISTORY)					9. Have students write to the Red Wood National Park to learn about this special forest. What climatic characteristics enable these trees to grow so tall? Students could prepare a bulletin board with reports, pictures, maps, of the Redwood area.
						10. Students could draw a map of the states of this region and then draw the San Andres Fault Line. Research could be done to discover how this natural phenomenon affects peoples' lifestyles, architecture, etc. Students may be able to interview someone from this region.

Grade Level: 4th

Learning Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
4. Economics a. Resources (1) Natural (2) Human	30. Discuss the need to consider natural and human resources in planning changes for the future. (HISTORY)	X	pp 209-214, 216, 227-229, 237, 240-241, 256-258	X	p 55	11. Have students investigate the forests. They should become familiar with national forests, the need to conserve trees, the benefits of trees and forests to the world, the lumber industry, and the importance of forests to environment. Students can write to: The United States Department of Agriculture, Forest Service Washington, DC 20250 Additional information on environmental education and management of natural resources write to: Regional National Forest Office, Pacific Northwest Region 319 SW Pine Street P.O. Box 3623 Portland, OR 97208 or Forest Products Laboratory, North Walnut Street, P.O. Box 5130, Madison, WI 53705 or Forest & Range Experiment Station, Pacific Northwest, 809 NE Sixth Avenue, P.O. Box 3141, Portland, OR 97208

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
b. Industries	31. Identify economic factors in the development of a country. (HISTORY)	pp 328-330	pp 259-260	X	X	The study of the forests and lumber industry should be compared to the forests and lumber industry of the host nation. Host nation policies regarding forests could be compared to those of the United States. A group of students might want to investigate the fishing industry in this region and compare it to the fishing industry in the host nation.
c. Trade and Commerce	32. Know the terms scarcity and market. (ECONOMICS)	X	pp 218, 238-239	X	X	
	33. Define the concept of strength in unity as it applies to labor unions. (ECONOMICS)					
	34. Identify characteristics of an effective employee or student. (ECONOMICS)					
	35. Describe ways of advertising. (ECONOMICS)					
						12. Students can investigate the fruit industry. They might try to determine how fresh fruit is transported around the world. They could check the labels or cans of fruit to find out where the fruit came from and where the cannery was located.
						13. Students can try to find information about the development of the silicon chip and the high technology industry which has developed in this region. They might be able to see how many of these companies began with individuals or small groups developing an idea.

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	36. Know the concepts of wants and demands. (POLITICAL SCIENCE)					
	37. Make a purchase in a token economy. (ECONOMICS)					
	38. Know the obligation associated with the contract. (POLITICAL SCIENCE)					
	39. Explain a checking account. (ECONOMICS)					
	40. Know the concept of collection. (ECONOMICS)					
	41. Know how to apply ideas. (DECISIONMAKING)					
	42. Compare and contrast urban and rural life styles in various areas of the world. (PSYCHOLOGY)					
	43. Predict possible outcomes of choices. (DECISION-MAKING)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
5. Political Systems	44. Know the need for law and rules in society. (POLITICAL SCIENCE)	pp 317, 338	Chap 17, 18, 19	X	X	14. Hidden Capitals
a. Cities			pp 220-221, 225-226, 244-245			Look for names of state capitals in the following paragraph, beginning with the opening sentence: Here you will find names of hidden capitals <u>hidden very well</u> . In August a landlord should collect rent on the first and by <u>June autos should be paid for</u> , keeping all <u>cars on city parking lots</u> so that no one will play <u>jacks on their fenders</u> . Once when I met a <u>nomad I so narrowly escaped</u> , that despite a <u>special ban yachts</u> took us to the <u>artic on cordial terms</u> with the Eskimos. We <u>charmed and overwhelmed</u> them with <u>chart for designing better igloos</u> . We tossed them gifts, including <u>bird manna, polished beads</u> and <u>trinkets by the bushel, enabling</u> us to reach the boats at our disposal, <u>embarking promptly</u> while the <u>pier resounded</u> with cheers and we left the entire <u>clan singing</u> our praise, with a polar bear named <u>Bobo stonily</u> watching our departure.
(1) Capital of the state(s)	45. Know the concept of authority. (POLITICAL SCIENCE)					
(2) Major cities of each state	46. Know the purpose of political systems. (POLITICAL SCIENCE)					
b. State Government	47. Know the concept of majority rule. (POLITICAL SCIENCE)					
	48. Know the process of nomination and election of officers. (POLITICAL SCIENCE)					
	49. Know the function of student body organizations. (POLITICAL SCIENCE)					
	50. Define the terms student body and committee of the whole. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 4 - 6

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
	51. Participate effectively in decisionmaking activities. (POLITICAL SCIENCE)					
	52. Summarize and draw tentative conclusions. (DECISION-MAKING)					
	53. Know that comparison is a key process in inquiry and decisionmaking. (DECISION-MAKING)					
	54. Form generalizations. (DECISIONMAKING)					
	55. Know the concept of student government. (POLITICAL SCIENCE)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINI	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
V. Comparison of Regions around the world with the United States A. People 1. Needs	<ol style="list-style-type: none">1. Know the common characteristics of diverse groups (education, food & clothing, family life, religion). (ANTHROPOLOGY)2. Describe how groups are formed, maintained, and changed according to the needs of divergent cultures. (SOCIOLOGY)3. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)4. Identify the basic needs common to all individuals. (PSYCHOLOGY)5. Analyze the psychological, physical, and associative needs of people in diverse cultures. (SOCIOLOGY)6. Compare and contrast types of social groupings. (ANTHROPOLOGY)	pp 97-100 116-125, 130-132, 177-179, 317, 348- 363	pp 269- 270, 311- 312	pp 340- 354	Chap 5, 6, 7, 8, 11	<ol style="list-style-type: none">1. Students should list basic needs which people all over the world share. After each need the student should then list or explain how these similar needs are met in different ways. A bulletin board display or individual student collages could be prepared using the headings Food, Clothing, Shelter. Students could then draw or cut out pictures from magazines to show how these needs are fulfilled all over the world. An International or World's Fair could be held in your classroom where each student researches a different country to display various forms of clothing and architecture. International Foods could also be prepared, served, or sold for a fund raising activity. This activity could also lead into a study on the United Nations.

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	7. Know that comparison is a key process in inquiry and decision. (DECISIONMAKING)					
	8. Analyze demographic factors as they relate to geography, economics, shelter, and the environment. (SOCIOLOGY)					
	9. Work in group situations. (SKILL)					
	10. Compare and contrast ways people are alike and different. (PSYCHOLOGY)					
	11. Compare and contrast types of social groupings. (ANTHROPOLOGY)					
2. Cultures, Customs, and Traditions	12. Know cultural characteristics: customs, folktales, art, nationalism, traditions. (ANTHROPOLOGY)	pp 154-160, 293-305	X	pp 340-354	Chap 5, 6, 7, 8, 11	2. <u>Match Game</u> Students could write a paragraph describing a particular custom or tradition. Another student would try to match the custom with the country in which the custom originated. Still another student could match a card which states a particular region or state in the United States which also practices the custom. A class discussion could center around why some customs are almost universal and other costumes have never left a
	13. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Wks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	14. Know the common characteristics of diverse groups (education, food and clothing, family life, religion). (ANTHROPOLOGY)					particular area. What new customs have the students experienced by living in their host nation? Could they initiate a custom in the United States when they return there to live? Have they introduced any United States customs to the host nation? What American customs are now practiced in the host nation?
	15. Know the cultural contributions of ethnic, regional, and racial minority groups. (ANTHROPOLOGY)					
B. Economics						
1. Resources	1. Know the concept of collection. (ECONOMICS)	pp 161-165, 226-229, 246-	pp 271-274, 283-288, 292-297	p 343	Chap 5, 6, 7, 8, 11	
a. Natural						
b. Human	2. Predict possible outcomes by choices. (DECISION MAKING)	Chap 7				3. A class discussion should begin regarding the term "collection." The teacher could print the word on the board, ask students to individually define it and then list their personal collections. The discussion should include the fact that collections are enjoyable and usually, in time, become valuable. Ask students if they have or had a collection that they no longer enjoy continuing to increase. What does one do with the collection then? The comparison of collecting money in a savings account and other hobby-type collections could also be made. Students could be encouraged to bring their collections to school to share or spark an interest in classmates. This is an excellent way to initiate public speaking by students who feel comfortable with their topic. A study trip could be made to a local museum. Discuss where this collection came from. The career of a museum

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
2. Industries		pp 104-107, 134-140, 147-149	pp 271-274, 283-288, 292-293, 296	X	Chap 5, 6, 7, 8, 11	curator could be investigated. Maybe a curator could come to the classroom as a guest speaker. What other areas of study can materialize from collecting? Ask students what is meant by the statement - "One person's junk is another's treasure." Who actually determines the value of a collection? Can a collection evolve into a business?
	3. Work in a group situation. (SKILL)					
	4. Explain a checking account. (ECONOMICS)					
	5. Identify characteristics of an effective employee or student. (ECONOMICS)					
	6. Know factors which determine the influence of the peer group on an individual. (PSYCHOLOGY)					
						4. Explain to the students that each one of them has opened an account at your bank. Each student needs the same sized jar (i.e., baby food). The jars should be placed together in a designated area of the room. Beans or marbles or something similar can be used to reward or pay each student for a good job at something. The teacher dispenses the tokens. If the student manages to fill his/her jar, the student may be able to purchase something at school or classroom store. Maybe the student may be excused from school early on an activity. The student may also use his checking account to pay for incom-pleted assignments or bad behavior. At the end of the project ask students what they have learned from this activity. A class discussion should be as educational to the teacher as it is to the students.

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
3. Trade and Commerce	7. Know the obligation associated with the contract. (POLITICAL SCIENCE)	X	p 299, 301, 314-316	X	X	5. A. Students first need to make a large U.S. map if one is not available to be used on a large table top or on the floor. B. Students can bring in toy trucks (small match box types) and simulate that they have a contract to get from the West Coast to the East Coast with a load of oranges. C. Cards can be produced or students can orally inform the truckers of natural catastrophes along the route. D. Truckers must decide which route to take, the amount of time involved, and the quality of the fruit. E. This activity can also project goods that need to get to another country by a certain date. Other means of transportation could be discussed.
	8. Work in group situations. (SKILLS)					
	9. Know the concepts of wants and demands. (POLITICAL SCIENCE)					
	10. Predict possible outcomes by choices. (DECISION-MAKING)					
C. Political Systems	1. Compare urban and rural life styles in various areas of the world. (PSYCHOLOGY)	pp 167-176, 306-311	X	X	X	6. Students should select a particular state from one of the regions studied. A list should be compiled of similarities and differences of life styles between urban and rural life in this state. When this is completed, the student should then select a country other than the United States (possibly the host nation) and make the same comparisons between urban and rural life. After the two areas have been dissected between urban and rural life, the student and class should compare the rural United States area to the rural area from another part of the world. The same
	2. Compare and contrast types of social groupings. (ANTHROPOLOGY)					

Grade Level: 4th

Marking Period: 4th

Suggested Time Frame: Weeks 7 - 9

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL- ASTIC	SILVER BURDETT	ACTIVITIES
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thing can be done for the two urban areas from various parts of the world and the United States. Interviews could be held within the classroom to utilize the various backgrounds that the students have.

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(DoDDS)**

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