





# Grade 4 Social Studies

## Planning and Pacing Guide: *Teacher Notes*

### Quarter 3: **New Nation**

#### Grade 4 Yearly Overview

 <b>Big Ideas and Understandings</b>	<b>Essential Questions</b>
 <b>Big Ideas</b> <ul style="list-style-type: none"> <li>● People, events, places, ideas, relationships, rules, and responsibilities change over time.</li> <li>● The ideas and actions of people and groups have consequences and can shape events.</li> <li>● Understanding cause and effect can help people solve problems and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>★ Who are “We the People?”</li> <li>★ How do people’s beliefs and values shape how a government is formed?</li> <li>★ Where does freedom come from?</li> <li>★ In what ways might people resolve their differences?</li> <li>★ Did our founders and founding documents protect liberty or slavery?</li> <li>★ How do technology and innovation affect the way people live and work?</li> </ul>
<b>Essential Standard(s)</b>	
<p style="text-align: right;"><u>Essential Knowledge aligned to Essential Standards</u></p> <p> <b>VS.6.a,b</b> The student will explore the connections between liberty and slavery in the ideas and lives of George Washington, James Madison, Thomas Jefferson, and George Mason (PRS 1,3)</p> <p> <b>VS.6.c</b> The student will explore the influence of geography and technological advances on the migration of Virginians into other states and western territories and how it impacted different cultures (PRS 2)</p> <p><i>Exploring the experiences and perspectives of Native peoples during westward migration</i></p>	

## African American History Edit, VS.6.c [changes to essential knowledge]

Red=NEW language

Many enslaved African Americans were sold to people who lived in other southern states and western territories, permanently separating many families by hundreds of miles.

### Academic Language



Students will *explain* by using the language of [analyzing](#) (i.e. explain the connections between liberty and slavery in the life of George Washington).



Students will *explain* by using the language of [cause and effect](#) (i.e. explain how advances in technology and the migration of Virginians affected the American Indians).

### Possible Lesson Sequence - *modify as needed to meet the needs of your students and time constraints*

Day 1 <a href="#">The U.S. Constitution</a>	Day 2 <a href="#">The Preamble and “We the People”</a>	Day 3 <a href="#">VDR and Statute for Religious Freedom</a>	Day 4 <a href="#">Connections Between Liberty and Slavery</a>
Day 5 <a href="#">Connections Between Liberty and Slavery</a>	Day 6 <a href="#">Geography and Technological Advancements</a>	Day 7 <a href="#">Geography and Technological Advancements</a>	Day 8 <a href="#">Assessment</a>

### Literacy Integration/Embedded Assessment Opportunities:



**Performance Assessment:** [What do the founding documents promise - and which people are included in that promise?](#)



### [Teaching Considerations](#)

[Teaching Content through Skills](#) | [Thinking Routines](#) | [Designing Learning Experiences for Students](#) | [Choosing Additional Resources](#)  
[Portrait of a Graduate](#) | [Culturally Responsive Teaching](#) | [Extension/Enrichment](#) | [Project-Based Learning \(PBL\)](#) | [Digital Citizenship](#)  
[Historical Literacy](#)



### [Sample Pacing Calendar for Elementary Social Studies and Science](#)

This tool was created by FCPS teachers to provide possible guidance for maximizing instructional time when planning for K-6 science and social studies.

## Supplemental Resources to Consider

[Smithsonian Learning Lab](#) - Build interactive learning experiences through analysis and inquiry with thousands of primary resources and tools from the Smithsonian. Create a free account.

- [Learning Lab Teacher Guide](#)

### [Library of Virginia](#)

- [Document Bank of Virginia](#)
- [Virginia Memory](#)
- [Virginia Untold - The African American Narrative](#)

### [Encyclopedia Virginia](#)

### [Virginia Museum of History & Culture](#)

- [The Story of Virginia Digital Timeline](#)

### [DocsTeach](#)

### [Our Virginia: Past and Present](#)

Teachers have access to the digital platforms of both teacher and student versions of the text, as well as supplemental online resources.

To access these resources, go to:

<https://historyteacher.efiveponds.com/>

Username: FCPSTeacher | Password: 22042T

This unit aligns with Chapter Six:

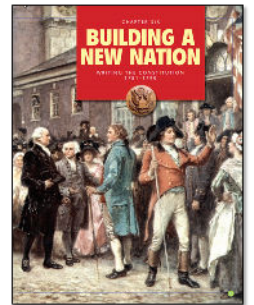
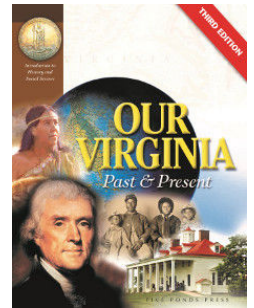
*Building a New Nation*, pages 92-107

### [FCPS Databases and eBooks](#)

(username/password = fairfax/fairfax)

[3-6 Social Studies](#) | [Password List](#)

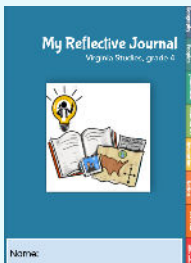
### [PebbleGO Next: Virginia](#)



Looking for a graphic organizer to help students process and reflect on new learning?

Check out the templates below from [Responsive Classroom](#)

[3-2-1 Reflection](#) | [Brace Map](#) | [Cause and Effect](#) | [Double Bubble](#) | [Fishbone Diagrams](#) | [Geometric Forms](#) | [LSF Chart](#) | [T-Chart](#)  
[Tree Map](#) | [Sentence, Phrase, Word](#) | [Venn Diagram](#) | [Character Traits](#) | [4-1-1 Reflection](#) | [Bubble Map](#)



[Reflective Journal](#) - this digital, student-facing reflective journal is aligned to topics in the grade 4 study of Virginia. It is a space for students to make meaning, document thinking, dig deeper into areas of personal interest, and track ideas and questions across learning experiences. To foster creative thinking and risk-taking, help students understand that their journals are not expected to be grammatically error-free or visually perfect: this is a space to try out new ideas and think deeply about history and its legacy. If you currently use interactive notebooks, consider how this guided, reflective journal could be a part of those notebooks. **Teachers should have students make their own, individual copy of the journal. Be sure to open in "Google Slides." This resource could also be used as an ongoing formative assessment.**

# Learning Experiences and Suggested Resources



A note about using a [critical lens](#) when choosing and designing resources and learning experiences for students.

When making decisions about instructional design, implementation, and supplemental resources in social studies, it is important to consider [these guiding questions](#).



**Important note about using images:** Images can be powerful tools for learning about the past and present, but they can also reinforce misconceptions and stereotypes. The study of history, and the accurate interpretation of images, requires attention to power, position, and bias. ***Images and paintings are used throughout this unit and may reflect the values and motivations of the people who made them.*** [Here are three ways](#) to support students in analyzing and interpreting images, recognizing points of view and historical perspectives, and practicing other Standard VS.1 skills.



## Role-playing and Simulations in the Classroom

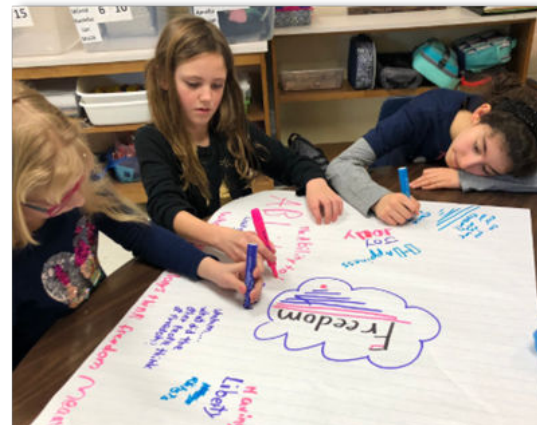
Learning experiences that allow students to assume the roles of other people or act out scenarios to gain a deeper understanding of certain historical events needs to be considered very carefully before enacted in the classroom. Although not all topics are controversial, some simulations or role-playing can cause emotional responses and/or conflict for students, particularly if it relates to race, ethnicity, or equality. Additionally, if a classroom simulation is related to a tragic event in history or involves a marginalized or oppressed group of people, it is *not appropriate* for the classroom. [Learning for Justice](#) suggests that classroom simulations around the institution of slavery in particular are “inappropriate for teaching about the deeply traumatic events surrounding enslavement.” Please use informed professional judgment when considering simulations or role-playing in the classroom. For further guidance, please see: [Some Dos and Don'ts of Teaching about Race, Culture, and Identity](#) | [Do's and Don'ts of Experiential Learning in Virginia Studies](#) (planning tool)

## Pre-Assessment: Making Meaning (Freedom)

### Making Meaning: Freedom

Engage small groups of students in the [Making Meaning](#) thinking routine. Each group writes the word “Freedom” in the middle of their chart paper. (*Feel free to choose a different concept or big idea related to this unit such as: representation, compromise, rights*). Students follow each step of the thinking routine to activate prior knowledge and elaborate on each other’s ideas. The routine ends with an opportunity for each student to individually write their own definition – a statement encapsulating what “Freedom” means to them.

4th graders thinking about freedom in  
Danielle Brown’s class at Cub Run E




## Reflecting on Essential Questions



[Preamble to the United States Constitution](#)

Introduce this unit by presenting this essential question, “**Who are ‘We the People?’**” Students could work individually, in pairs, or in small groups to explore this question. You may choose to use a [Think-Pair-Share](#), [Turn and Talk](#), [Chalk Talk](#) structure to facilitate student conversations. Consider having students record their thoughts on a [Compare & Summarize Chart](#) or a [Venn diagram](#) and then summarize their thinking in a paragraph (with a topic sentence, detail sentences, and concluding sentences).

### The Constitution and the Preamble: *Who are We the People?*

Teacher Background	Whole Group Learning Experiences	Student-Led Experiences
<p>After the American Revolution, Americans no longer pledged allegiance to the King of England. In 1787, delegates from every state met in Philadelphia at a <b>Constitutional Convention</b> to discuss ideas about how our new country should be governed.</p> <p><b>George Washington</b> was chosen as the Convention’s leader as delegates set out to write a new plan for government, the Constitution of the United States. The <a href="#">United States Constitution</a> is the supreme law of the land that outlines a set of basic laws for organizing, granting, and limiting the powers of our government. It is the framework for a government that puts the power in the hands of the people. The United States Constitution was developed in 87 days and signed by 39 delegates on September 17, 1787.</p> <p>Many delegates had different ideas about the new government. <b>James Madison</b>, a delegate from Virginia who was known for helping to write the Virginia Constitution and serving in the Continental Congress in 1776, learned to help delegates to</p>	<p>Use these <a href="#">interactive slides [U.S. Constitution]</a> to guide students through a learning experience to explore the formation of a new American government and the United States Constitution.</p> <p>Use these <a href="#">interactive slides [We the People]</a> to help students consider the various roles and perspectives of Virginians in the founding of the New Nation.</p> <p><b>Additional Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● <a href="#">George Washington: A Portrait Study</a></li> <li>● <a href="#">Compass Points: Washington’s Untrodden Ground</a></li> </ul>	<p>Have students complete <a href="#">slides 9-16</a> in the We the People slidedeck to read text from <a href="#">Our Virginia</a> and engage in the <a href="#">Take Note</a> thinking routine.</p>  <p>Use these <a href="#">interactive slides</a> to help students create an ongoing <b>mind map</b> as they learn more about George Washington.</p> <p>[<b>Note:</b> This same strategy (mindmapping) can be applied to James Madison (using textbook pages 98 and 99 and this <a href="#">Kids Encyclopedia Facts Website</a>), George Mason (using textbook pages 100-101), and Thomas Jefferson (using textbook pages 102-103 and <a href="#">this article from Britannica School</a>)]</p> <p>Write or create art in response to the essential question: <i>Who are ‘We the People?’</i></p>

**compromise**, or look past their differences to find common ground during the Constitutional Convention. James Madison's skills with compromise served the writers of the Constitution very well when he helped delegates reach an agreement.


### Additional Resources

- [Transcript of the United States Constitution](#) [National Archives]
- [The Constitution of the United States of America](#) [James Madison's Montpelier]
- [The Constitution](#) [The White House]
- Britannica School: [The Constitution](#)
- World Book Student: [The Constitution](#)
- Mini-Book: [Important Document](#)
- [The Mini Page: Our Constitution](#) | [What basic ideas are in the preamble to the Constitution?](#)
- Videos: [United States Constitution for Children](#) | [The Constitution for Kids – Who Makes the Rules?](#) | [Liberty's Kids 140 – We the People](#) | [The Preamble](#) (Schoolhouse Rocks)
- [The Role of Virginians in the Founding of the New Nation: Six Virginians](#) (perspectives chart)
- Smithsonian National Portrait Gallery's [George Washington Exhibition](#).

### Assessments:

- [New Nation - KWL](#) **\*\*NEW\*\***
- [New Nation - Quick Check Pre/Post Assessments](#) **\*\*NEW\*\***
- [Primary Source Analysis - New Nation](#) **\*\*NEW\*\***
- [Founding Documents Analysis - New Nation](#) **\*\*NEW\*\***
- [New Nation - Tic-Tac-Tell](#) **\*\*NEW\*\***
- [New Nation - Hexagons](#) **\*\*NEW\*\***
- [New Nation - Color My Learning Exit Ticket](#) **\*\*NEW\*\***


## Virginia Declaration of Rights and the Virginia Statute for Religious Freedom

Teacher Background	Whole Group Learning Experiences	Student-Led Learning Experiences
<p>Two important documents in Virginia’s history are the <a href="#">Virginia Declaration of Rights</a> and the <a href="#">Virginia Statute for Religious Freedom</a>.</p> <p>In 1776, <b>George Mason</b> authored the <b>Virginia Declaration of Rights</b> because he believed that some Virginians had many rights, including freedom of religion and freedom of the press. His document helped Thomas Jefferson write the Declaration of Independence. The Virginia Declaration of Rights also helped to shape the Bill of Rights.</p> <p>The <b>Virginia Statute for Religious Freedom</b> was written by <b>Thomas Jefferson</b> in 1777. It states that all men should be able to worship as they wish. This document also played an important role in shaping the <b>Bill of Rights</b>.</p>	<p>Use these <a href="#">interactive slides</a> [<b>VDR and VA Statute for Religious Freedom</b>] to guide students through a learning experience to explore the ideas in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.</p> <p><b>Additional Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Claim, Support, Question: George Mason’s Last Will and Testament</a></li> <li>● <a href="#">Jefferson’s Proud Accomplishment</a></li> <li>● <a href="#">Who Decides How We Remember Thomas Jefferson?</a></li> </ul>	<p>Have students read through a kid-friendly version of each article of George Mason’s Virginia Declaration of Rights in these <a href="#">Google Slides Pear Deck</a>. After reading the article, they will answer the question “<i>What would happen if this right didn’t exist today?</i>”</p> <div style="text-align: right;">  <p><b>ASYNCHRONOUS OPTION</b></p> </div>

### Additional Resources

- [Virginia Declaration of Rights](#) (transcription) | [Virginia Declaration of Rights](#) (Gunston Hall)
- [Virginia Statute for Religious Freedom](#) (Virginia Historical Society)
- [The Monticello Classroom](#)
- [Document Concept Circles](#) [courtesy of Norfolk Public Schools]
- Mini-Book: [Important Documents](#)
- Compare and Contrast: [Documents Foldable](#)

## Connections Between Liberty and Slavery

Teacher Background	Whole Group Learning Experiences	Student-Led Learning Experiences
<p><b>Additional Background Information:</b> <a href="#">Washington, Madison, Mason, and Jefferson</a></p>	<p>Use these <a href="#">interactive slides</a> [<b>Connections Between Liberty and Slavery</b>] to guide students</p>	<p>Students can engage in this <a href="#">asynchronous version</a> of the</p> <div style="text-align: right;">  </div>

### Founding Fathers and Slavery

Washington and Madison, along with Jefferson and Mason, enslaved human beings while inscribing human rights into the Constitution; all four men presided over the founding of a nation that guaranteed the liberty of some while denying freedom to others.

**Important Note:** This unit introduces students to the unprecedented promise of American freedom evident in the founding documents. Students will also have opportunities to uncover the choice of the new nation's leaders not to extend that promise to all people – a choice that had consequences for generations, and directly contributed to the Civil War. **Consider helping students identify unjust or harmful systems in our world today, and the choices people make to participate in or disrupt those systems.**

through a learning experience to explore connections between the founding fathers' ideas about liberty and its connection to and impact on the institution of slavery.

#### Additional Learning Experiences

- [Where Does Freedom Come From?](#)


Sandy/Jefferson runaway advertisement analysis. (also found on [slides 18-19](#)).

Use these [interactive Google slides](#) to have students examine excerpts from George Mason's Last Will & Testament and think critically about freedom.

### Additional Resources

- [Enslaved People at Mount Vernon](#) (*preview for developmental appropriateness prior to sharing with students*)
- Mount Vernon [Virtual Tour](#)
- Mount Vernon's Lives Bound Together: [video](#) (7:20) | [online exhibit](#)
- [Oney Judge](#) (Encyclopedia Virginia) | [Oney Judge](#) (Mount Vernon) | [Runaway Advertisement for Oney Judge](#)
- [Mount Vernon: Digital Resources for Your Classroom](#) | [Virtual Tour](#) | [Mount Vernon Distance Learning Programs](#)
- [Enslaved Community at Montpelier](#) | [Montpelier: The Mere Distinction of Colour Exhibit](#)
- [Thomas Jefferson's Monticello Virtual Tour](#)
- [Slavery at Monticello](#) | [People Enslaved at Monticello](#) (*preview for developmental appropriateness prior to sharing with students*)

## Impact of Migration, the Cotton Gin and the Mechanical Reaper on Virginians

Teacher Background	Whole Group Learning Experiences	Student-Led Learning Experiences
<p>After the American Revolution, tobacco farming was very hard on the soil, causing many non-Native settlers in Virginia to move west and to the deep</p>	<p>Use these <a href="#">interactive slides</a> [<b>Technological Advances</b>] to engage in a learning experience</p>	<p>Have students use these <a href="#">interactive slides</a> to engage in a cause-effect learning</p> 



South to find better farmland, new jobs and opportunities. Settlers crossed the Appalachian Mountains through the **Cumberland Gap** as they migrated to new lands in the west. Many people **migrated** (moved) into the lands of **sovereign** (self-governing) Native nations.

As non-Native Virginians moved, they took their traditions, ideas, and **cultures** with them. Many enslaved African Americans were forced to migrate with their enslavers or were sold to people who lived in other southern states. Technology advancements also impacted people in many ways.

The development of the **cotton gin** made the cultivation of cotton more profitable, which made wealthy planters look beyond Virginia to seek new land on which to grow it. It also was responsible for the expansion of the institution of slavery.

The **mechanical reaper** allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.

around the migration, the cotton gin and mechanical reaper.

Use these [interactive slides \[Cumberland Gap\]](#) to engage in a learning experience around the importance of the Cumberland Gap to westward exploration.

experience around Virginia's migration.

Have students use these [interactive slides](#) to read pgs. 104-05 in [Our Virginia](#) and respond to the questions to help synthesize learning.

[Note: The questions in these slides can also be used to facilitate whole group discussion about the reading rather than having students answer them on their own.]



### Additional Resources

- Virginia Trekkers: [Cumberland Gap](#)
- Migration: [Cause and Effect Graphic Organizer](#)
- Mini-Books: [Geography and Migration in Virginia](#) | [Mechanical Reaper](#) | [Cotton Gin](#)
- Britannica School: [Cotton Gin](#) | [Mechanical Reaper](#)
- World Book Student: [Cotton Gin](#) | [Mechanical Reaper](#)

## AAP Access to Rigor



There are several DBQ's that align with American history. DBQ's ask students to analyze primary sources to draw conclusions in a student-created summative essay. Please refer to the DBQ binder for a much more detailed description. The DBQ guide can be found at [R006EB5](#). **Teachers may utilize**

their phone as a doc camera. Instructions by [Lisa Leno on how to utilize your phone as a doc camera in BBCU](#). Instructions by [Eric Laurits on how to utilize your phone as a doc camera in Google Meet](#).

💡 Continuing the focus on concept development teachers may decide to utilize a concept map. A concept map helps students to make connections to new ideas and topics and connect their understanding to prior knowledge and content. This [concept map activity \(Google Slide Deck\)](#) can be used with any concept in breakout or whole groups.

[Using Critical and Creative Thinking Strategies to Support Meaningful Learning in an Online Platform](#)

## Assessment (formative/summative)

★ Use Reproducible 92-93 in the [Our Virginia Reproducible and Assessments](#) to have students think about how geography and technological advances influenced the migration of Virginians to other states and western territories.

[New Nation - KWL](#) **\*\*NEW\*\***

[New Nation - Quick Check Pre/Post Assessments](#) **\*\*NEW\*\***

[Primary Source Analysis - New Nation](#) **\*\*NEW\*\***

[Founding Documents Analysis - New Nation](#) **\*\*NEW\*\***

[New Nation - Tic-Tac-Tell](#) **\*\*NEW\*\***

[New Nation - Hexagons](#) **\*\*NEW\*\***

[New Nation - Color My Learning Exit Ticket](#) **\*\*NEW\*\***

[Balanced Assessment Options throughout Units of Study](#)

★ Consider using some of the asynchronous, independent learning experiences in this unit as formative assessments.

💡 **Performance Assessment:** [What do the founding documents promise - and which people are included in that promise?](#)

This performance assessment focuses on the ideas in the nation's founding documents. Students will use historical thinking skills (analyzing sources, critical thinking) and evidence from these sources to draw conclusions about what the documents promise and who is included in that promise.

**NOTE:** This performance assessment will satisfy the VDOE requirement for local alternative assessments in place of SOL testing in grade 4.



### [Grade 4 Balanced Assessment Map](#)

The assessments curated on this map are *suggested options* for meeting the VDOE requirements of implementing a balanced assessment approach in grade 4. *It is not expected that teams implement every assessment on this map.* To fulfill the LAA requirements, teams must choose at least one PBA from the menu options highlighted. Teams should collaborate to choose a variety of balanced assessments to meet the needs of students within a given unit of study. To support balanced assessment practices within a unit of study, teams may also consider the '[Balanced Assessment: Unit Planning Protocol](#)'