

Social Studies Week 8

Monday- Wednesday

See ISLP lessons

Thursday

Standard: 4.H.1.2 Explain how and why North Carolina was established.

I can explain how and why North Carolina was established.

Activity:

Teacher will start the class by reading a quick article about the establishment of colonies.

Teacher will facilitate a conversation about their thoughts on why the colonies were created.

Teacher will play the video, Sir Walter Raleigh and the Roanoke Colony from Discovery Ed.

Teacher will then facilitate a discussion why Sir Walter Raleigh wanted to establish a colony.

Teacher will then play the video, The Colony of North Carolina from Discovery Ed.

Students will discuss who the Lord Proprietors were and what their job was.

Students will write a paragraph about what they would have done if they were a Lord Proprietor.
They will use evidence and details from the videos.

Friday

Standard: 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

I can explain how and why people settled in the coastal plains.

Activity:

<http://www.ncpedia.org/history/colonial/coastal-plain>

Teacher will start the class by introducing the Coastal Plain. Have a short discussion talking about what students already know about how the coastal plain was settled.

Teacher will then give each student a different piece of the article from the link above. There are five different parts.

Students will have 15 minutes to read their section and draw a picture that goes along with it.

Students with the Middle Coastal Plain, the Cape Fear, and the Albermarle, will answer these questions:

Why settle in the Coastal Plain?

Who settled in the Coastal Plain?

What were challenges that people faced? Explain.

What was the economy like?

Who were the leaders?

Students who have the African American Settlement section will draw a picture and answer:

Where was the majority of the African Americans settled?

Why did they settle there?

What other important information did you find?

Students who have the Development and Conflict section will draw a picture and answer:

How did the different subsections in the coastal plain communicate with each other? Explain.

What conflict did the subsections have with each other? Explain.

Students will then get into groups where every person has a different section, and they will present the information to the other students. Students will have a graphic organizer to help them collect all of the information.

Once students have all of the information about the different sections, they will go back to their seat and answer this question: Which section of the Coastal Plain would you rather live in during this time period? Use details and evidence from the article to support your answer.

Social Studies Week 9

Monday (Originally Friday's lesson that we did not get to)

Standard:

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

I can explain how the coastal plain has changed.

Activity:

<http://www.ncpedia.org/history/colonial/coastal-plain>

Teacher will start the class by introducing the Coastal Plain. Have a short discussion talking about what students already know about how the coastal plain was settled.

- What do you know of the Coastal plain?
- Where have you been in the Coastal plain?
- What are some important things that have happened?

Teacher will then give each student a different piece of the article from the link above. There are five different parts.

Students will have 15 minutes to read their section and draw a picture that goes along with it.

Students with the Middle Coastal Plain, the Cape Fear, and the Albermarle, will answer these questions:

- Why settle in the Coastal Plain?
- Who settled in the Coastal Plain?
- What were challenges that people faced? Explain.
- What was the economy like?
- Who were the leaders?

Students who have the African American Settlement section will draw a picture and answer:

- Where was the majority of the African Americans settled?
- Why did they settle there?
- What other important information did you find?

Students who have the Development and Conflict section will draw a picture and answer:

- How did the different subsections in the coastal plain communicate with each other? Explain.
- What conflict did the subsections have with each other? Explain.

Students will then get into groups where every person has a different section, and they will present the information to the other students. Students will have a graphic organizer to help them collect all of the information.

Once students have all of the information about the different sections, they will go back to their seat and answer this question: Which section of the Coastal Plain would you rather live in during this time period? Use details and evidence from the article to support your answer.

Tuesday

Standard:

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

I can explain how radios brought change to the North Carolina piedmont.

Activity:

Teacher will start the class telling students that before there was television and netflix, people only had radio. Before radio there was not any sort of technology like we have today.

Students will read an article about the start of radios and how they impacted the Piedmont. They will highwrite throughout the article to pick up on the important details and be prepared for a discussion.

Teacher will facilitate a discussion with the following questions:

- What is the main idea of the text? How do you know?
- What did radio do for the state, for the country?
- What did children do for fun?
- What would you do if suddenly, there was only radios in the world?

Teacher will then play about 5-7 minutes of a radio show episode, called "The Lone Ranger."

Teacher will ask students after:

- What did you notice about the characters?
- What were you picturing when you were listening?
- How is this different than watching tv?

Students will then have an opportunity to act out their own radio show episode. Each student will have the script, and a few students at a time will stand up and practice putting emotion into their voice and projecting.

Wednesday

Standard:

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

I can explain how the mountains were settled over time.

Activity:

<http://dc.lib.unc.edu/cdm/ref/collection/ncmaps/id/593>

Teacher will start the class by showing this map of gold deposits in North Carolina.

Discuss the following:

-Where do you see the concentrations of gold?

-How do you think that impacted settlement?

<http://www.ncpedia.org/history/1776-1860/mountain-settlement>

Students will be given one of the three sections of the article and they will read and take some notes on the section. When finished students will get into a small group with students with the same section (there will be a few groups for each section), and they will choose 3-4 pictures that fit with their section of the article.

The pictures can be literal or they can be symbolic of something in the article.

Once students are finished, the teacher will place one group from each section into a larger group. Students will take turns presenting information and explaining their pictures.

Students will choose a region of North Carolina and write about the region they would rather live in during this time period. They will use evidence from what we have learned to support their answers.

Thursday

Standard:

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

I can explain how African Americans settled throughout North Carolina.

Activity:

Students will read an article about the settlement of African Americans in North Carolina.

Students will answer these questions about the article:

-Where was the greatest concentration of slaves in North Carolina? Why?

-What are some facts about slaves in the Piedmont?

-What region had the least amount of slaves? Why?

Students will then read an interview with Clay Carson, one of the college students who started the Greensboro sit in.

Teacher will facilitate a discussion:

- How do you think the students in the sit in were feeling?
- Why did they decide to have a sit in?
- Why was what they did so important?

Students will write about something they feel is important enough to protest. It can be as simple as having a new book in the library or something as big as the Greensboro sit in.

Friday

Standard:

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

I can explain how transportation changed how people settled in North Carolina.

Activity:

Students will start the lesson answering these questions:

- How long do you think it takes to walk from the office to the classroom?
- How long does it take for you to drive to school from home?
- Imagine you have to walk from Raleigh to Winston-Salem (100 miles), both in the Piedmont. How long do you think it would take you?

Pull up google maps and show the route between Raleigh and Winston-Salem.

Go back and forth between car, walking, and train settings to show students how different the time is between modes of transportation.

Students will then be given an article about a certain mode of transportation and how it impacted North Carolina. They will highlight and summarize the section focusing on these points:

- Years in which it was invented or used
- Give an example of how long it took to get from one place to another.
- What were some challenges the travelers faced?
- Who played a part in this mode of transportation becoming more used?
- What improved this mode of transportation over time?
- Give three example of how this mode of transportation improved the lives of the settlers.

Students will then get into small groups with students of their same mode of transportation and create a poster giving facts.

Students will take a gallery walk and look at the other posters.

Social Studies Week 10

Monday

Guidance Lesson with counselor

Tuesday

Standard: 4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

I can explain what North Carolina's role was in the French and Indian War.

Activity:

French and Indian War

Simulation

Students will read a short passage about North Carolina's involvement in the war.

Teacher will then introduce the French and Indian war simulation. Students will get into groups of three or four (Mostly groups of three). Teacher will use the PowerPoint attached to keep the students on the same page.

Students will roll a die and whoever gets the highest number will pick whether they want to be an American Indian, British settler, or French fur trappers. The person with the second highest number will pick next, and the last person will get the third choice. If there is four people, then two people will choose the same person to be and they will work together.

Each student will start with five tokens. They represent hunting grounds for American Indians, forts for the French, and houses for the settlers. The goal is to collect more of the Ohio Valley by collecting more of their tokens.

Teacher will go to slide 9 and have a group choose a number. All of the groups will follow the directions on the page. It will consist of one student in each group spinning their spinner and gaining or losing tokens.

Once the groups have all had an opportunity to do this, another group will choose a different number and follow the same directions.

Teacher will then ask the groups who won in each group. Students will need to be the only person who has tokens left in their group. Are there any groups that had no winner?

Students will then complete a reflection activity.

Wednesday

Standard: 4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

I can explain North Carolina's role in the revolutionary war.

Activity:

Revolutionary War

Show students the comic image to get them thinking about the revolutionary war. Ask students:

-What are some causes of the revolutionary war?

-What was the outcome of the war?

Taxes M&M (small candies) activity

Teacher will first choose a king and two tax collectors.

Teacher will introduce the taxes activity by talking about how the King collected taxes from the colonists and how he had tax collectors who did the actual collecting. Tell the students that they will be given their earnings in the form of M&Ms and they will have to give a portion of their M&Ms to the king and tax collectors. The students will be able to eat (spend) the remaining M&Ms.

The king will read off his tax edicts and the tax collectors will come and collect the candy. An example of a card is, "If you ate lunch, you owe 4 candies." The king will read about 5 or 6, by this point, most students will have few candies or no candies left.

The king will tell the tax collectors that they can each have 10% of all of the candies, and the king will take the rest.

Teacher will then facilitate a conversation about the activity.

-How are you feeling about what happened?

-Is it fair what happened to you?

-What do you want to do about the fact that you have almost no candy while the king has most of the candy?

-How do you think this relates to what happened leading up to the Revolutionary war?

After the discussion, pass back out the candy that was taken (make sure that tax collectors are wearing gloves or are using a utensil to pick up the candy. Students do not need to touch the candy on their plate).

Teacher will pass out an article for students to read about the Revolution and how North Carolina was involved. Students will write one sentence about one thing that stands out to them from what they have read.

Thursday

Standard: 4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

I can explain North Carolina's role in the Civil War.

Activity:

Civil War

Teacher will facilitate a discussion about what students know about the civil war.

-Why did the US have a civil war?

-What were the two sides?

-Who won?

Students will then get into groups of three and explore an interactive Civil war website on history.com (The page sometimes takes a long time to load, so consider loading it before students need to get on the computers).

They will explore the website and answer a set of questions.

Friday

Standard: 4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

I can explain North Carolina's role in the civil war.

Activity:

Civil War

Teacher will start the class asking students what they remember from the website yesterday.

-What did you learn?

-What stuck out to you?

-What questions do you still have?

Teacher will then pass out the North Carolina in the Civil War article. Students will read the article and underline a sentence, box a phrase, and circle a word. Remind students that they are only underlining, boxing, and circling one thing throughout the whole article. Recommend to students to read the article once, and then to go back and underline what they want.

Have a discussion:

-What strikes you from the article?

-What did you find about the roles North Carolina played?

-What word did you circle?

Teacher will then play a video that shows cannons that were used in the Civil War.

Artillery video-10:15-19:05. This explains the roles of all the people needed to fire a cannon and then shows the cannon being fired.

-What strikes you about the video?

-How many people are needed to fire one cannon?

Students will then answer this question independently:

What do you think happened if one of the men on the crew were injured? How might that mess up the process?

Social Studies Week 11

Monday

Standard: 4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state's history.

I can explain the history attached to buildings or statues.

Activity:

<http://www.nchistoricsites.org>

<http://ncpedia.org/history/historic-sites>

<http://ncpedia.org/geography/places>

http://www.nchistoricsites.org/capitol/stat_cap/tour.htm

Using the websites above, students will complete a webquest on historical buildings and statues in North Carolina.

Start the class by showing students how to navigate the website and find information. Then, split up the class into thirds. Each group will be responsible for a region.

Students in the coastal plains region will only look at historical buildings or statues in that region. Same with the other two regions. Students will research two different sites and put the information they find in a table.

After 20 minutes, students will get into groups with the same buildings or region (groups of 3 or 4), and discuss answers.

If time permits, students will present some of their buildings to the rest of the class.

Tuesday

Standard: 4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state's history.

I can explain the history attached to buildings, statues, and places.

Activity:

<http://www.nchistoricsites.org/sites.htm>

Using the website above, students will sort historic site cards into groups of their choice. Students must be able to explain why they chose to group the cards how they did.

Students will be in groups of two or three, and they will use one device to sort the cards.

Teacher will be circulating and asking students questions to help them stay on track if needed.

Teacher will then facilitate a whole group discussion covering the following topics:

- Why do you think the sites named what they are?
- What is the significance behind some of the names?

Students will then independently answer the following question:

Do you feel that historic sites honor those from the past? Why or why not?

Wednesday and Thursday

Standard: 4.H.2.2 Explain the historical significance of North Carolina's state symbols.

I can research and explain the significance of a North Carolina state symbol.

Activity:

Students will spend the next couple days researching their symbol. To cut down on time during class, have students choose their symbols during morning work, or have them assigned beforehand.

Students will use <http://www.ncpedia.org/symbols> to research their symbol. Students will use a planning sheet in order to help them research. Students can use whatever format they would like to display the information (powerpoint, paragraph, poster, video, etc). Students have to make sure they have the following information in their final product:

- When was the symbol adopted?
- Why was this symbol chosen to represent North Carolina?
- Who was responsible for deciding what the symbol would be?
- Fun facts about your symbol.
- Picture or illustration of your symbol.

If students finish early, they can start researching a second symbol.

Friday

Standard: 4.H.2.2 Explain the historical significance of North Carolina's state symbols.

I can research and explain the significance of a North Carolina state symbol.

Activity:

Students will be presenting their symbol projects to the class.