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Dear Public Schools of Robeson County Family,

On behalf of the Public Schools of Robeson County’s Board of Education, the members of Program Services and the Social Studies Curriculum Guide Committee, we present this new K-12 curriculum guide compatible to the new adopted texts. This standards-aligned curriculum guide should serve as a blueprint for your teaching success within the classroom.

As we prepare students for the 21st century, we understand the importance of using a curriculum guide to propel learning within the classroom. Through the use of technology, writing, differentiated learning, and project-based learning, you, the teacher, bring this material alive. Teaching the state goals and objectives takes care of students learning important elements of history and citizenship while simultaneously being prepared for any state-mandated test.

As you begin to use this new tool, explore new suggested ways to teach the curriculum beyond any way you taught it before. As Sam Parker and Mac Anderson shared in their book 212°: The Extra Degree, “At 211 degrees, water is hot. At 212 degrees, it boils. And with boiling water, comes steam. And steam can power a locomotive. Raising the temperature of water by one extra degree means the difference between something that is simply very hot and something that generates enough force to power a machine…” Allow this curriculum guide raise your teaching!

Sincerely,

Dr. Johnny Hunt
Superintendent
Dear Public Schools of Robeson County Community,

It is with great pleasure that we bring you this new curriculum guide for social studies. A new textbook adoption brings fresh teaching possibilities. Though the material may be the same, it is always an exciting endeavor incorporating a new piece into instruction. Mixing what you find in this curriculum guide with your own classroom-proven best practices, you as the teacher will be empowered with great and innovative ways to reach your students like you never have before! As always, the “North Carolina Standard Course of Study” is the primary source for teaching our students.

In “The Best Leadership Advice I Ever Got”, Paul B. Thornton emphasizes that, “Change involves leaving your comfort zone and requires you to learn new ways of working. Leaders have the ability to change their goals, strategies, and methods of operation to meet the new challenges and opportunities.” Our students are 21st century learners; allow this curriculum guide to assist you, the leader in your classroom, in stepping out of your regular teaching practice to find new ways to reach your students.

Sincerely,

Dr. Linda Emanuel
Assistant Superintendent
Curriculum and Instruction
Public Schools of Robeson County  
K-12 Social Studies  
Curriculum Guide  

Social studies instruction in the Public Schools of Robeson County is based on the belief that all students should learn about the past to better live in the present, so as to prepare a brighter future for posterity. The social studies program seeks to develop productive citizens with wisdom and knowledge necessary to preserve rights, liberties, and democratic institutions. Through the social studies program, students learn to live and function in a constantly changing world. In addition, the social studies program continuously seeks to provide fertile ground for the development of intellectual promise, problem-solving, and learning of various skills and tools necessary to inquire and search for truth and understanding.

The Public Schools of Robeson County Social Studies Curriculum Guide, K-12, will serve as a guide or a road map for the teaching of social studies. In this curriculum guide, teachers will find objectives, strategies, and resources aligned to the Standard Course of Study.

During the summer of 2008, social studies teachers from around the county came together to ensure that the teaching of social studies encompasses rigor and relevancy which will ultimately enhance an environment for our students to be well-informed decisions makers. Thank you to the teachers who came together during the summer of 2008 for the revision of the Social Studies Handbook, K-12. The teachers are to be commended for a job well done.

The Personal Finance Literacy Goals are being integrated into the Public Schools of Robeson County’s Social Studies Curriculum Guide. A copy of the Personal Finance Literacy for Elementary Education document is available for downloading at the North Carolina Department of Public Instruction’s website in the Social Studies section.

Jackie Sherrod  
Social Studies Supervisor, K-12  
Public Schools of Robeson County
FOURTH GRADE NORTH CAROLINA: GEOGRAPHY AND HISTORY

Committee Members

Elizabeth Floyd, Tanglewood Elementary School, 4th grade
Janice Gardner, Parkton Elementary School, 4th grade
Sibyl King, W.H. Knuckles Elementary, 4th grade

Copy Editor    Gerita Gale Bullard
Why Are Best Practices Important?

Thomas L. Friedman, author of *The World Is Flat*, refers to a twenty-first century world that will be very different from the one in which we were educated. To survive in a new, globally competitive world, today's children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on Best Practice teaching strategies.

What Are Best Practices?

Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning.
What Do Best Practices Look Like?

Classrooms that exemplify best practices are easy to detect as soon as you enter the room.

- Project materials and books are numerous.
- Students are engaged and focused on their work.
- Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process.
- Seating arrangements are clustered, varied and functional with multi-instructional areas.
- Classrooms are activity-based spaces as opposed to places to “sit and get” lectures.
- Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments.
- There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.
Academic Rigor

- Has Qualitatively Different Academic Environments (More In-Depth, Complex and Abstract Concepts and Ideas)
- Builds Upon Interests, Strengths and Personal Goals
- Engages Consistently in Sophisticated Investigations of Materials, Texts, Interactive Technologies and Learning Activities
- Employs Advanced Critical and Creative Processes
- Embraces Teachers and Students as Risk-Takers in Experimental, Investigative and Open-Ended Learning Processes
- Utilizes Effectively Existing Knowledge and Creates New Knowledge
- Develops and Applies Deep Understanding of Significant Concepts, Generalizations and Essential Questions to Problem Finding and Problem Solving
- Sets No Predetermined Limits
- Creates Life-Long Learners and Thinkers Capable of Independent Reflection, Self-Evaluation and Reasoning
Expectations of Student Performance

If the young people of this state are to become effective participants in this society, then social studies must be an essential part of the curriculum starting in the early elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Elementary students are prepared for the rigors of such a program.
BEGINNING OF CLASS

- Class Starters
- Warm-up activities.
- Review objectives from the previous day
- Collect homework/assignments
- Questions (perhaps from the previous day's exit cards)
- Share objectives for the day (post them, hand out, list on board, starboard, or overhead)

End of Class/Closure

- Review the day's objectives
- Review questions
- Review games
- Short assessment
- Discuss unexpected lessons learned from the day's class
- set up the excitement for the next day
Public School of Robeson County Social Studies Daily Entry Log

Name: __________ Teacher _____ Date: _____

1. Dates (Time Period/Setting):

2. Historical Figure(s):

3. Condition(s)
   - Social:
     - Geographic:
     - Economic:
     - Political:

4. Conflict(s)

5. Resolution/Action Taken:

6. Impact on the Future:
Video/DVD Use in the Classroom

- Always preview any video/DVD materials.
- Consider showing clips rather than the entire video/DVD.
- Have an Anticipatory Set/Set Induction/"Hook".
- Prepare students for viewing with needed vocabulary and background information.
- Give students a viewing guide on which to make notes AND ask questions.
- Make use of the "Pause" button.
- Allow students to discuss/process the viewing in groups before whole group discussion.
- Use appropriate assessment.
Graduation Project
Social Studies Supports
The North Carolina Graduation Project

The North Carolina Graduation Project is a multi-faceted, multidisciplinary performance assessment completed over time. The NC Graduation Project provides the students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues. Through the graduation project process, students will engage various specific skills that include: computer knowledge, employability skills, information-retrieval skills, language skills-reading, language skills-writing, teamwork, and thinking/problem-solving skills. The NC Graduation Project consisting of four components (a research paper, product, portfolio, and an oral presentation) culminates in a student’s final year of high school. Student engagement in the graduation project process and the completion of the graduation project demonstrates the integration of knowledge, skills, and performance.

The Four Components:
- A research paper demonstrating research skills and writing skills.
- A product created through the use of knowledge and skills in a meaningful way to accomplish a goal.
- A portfolio to catalogue/document tasks, record reflective thinking and insights, as well as demonstrate responsibility for learning as work progresses through the entire process.
- An oral presentation, during which, students become a source of information communicating their project work before a review panel.

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students’ abilities to learn, make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

The components of the Graduation Project are aligned to the Social Studies Skill Competency Goals.

- Skill Competency Goal 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. (This Goal supports the Research Paper and the Portfolio).
- Skill Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. (This Goal supports the Research Paper).
- Skill Competency Goal 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials. (This Goal supports the Portfolio).
- Skill Competency Goal 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. (This Goal supports both the Product and Presentation).
- Skill Competency Goal 4: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. (This Goal supports the Research Paper).
Issues Particular To The Course
Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.
Curriculum Guide/Lessons
**GOAL:** 1 The Five Themes of Geography

**OBJECTIVE:** 1:01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.

**CULUMATIVE REVIEW:** A MUST EVERYDAY

**STRATEGY(S)/ACTIVITIES:**
- Harcourt Music CD
- Daily Geography- *Social Studies in Action Resource Book*
- Harcourt Social Studies Text Scavenger Hunt (see resources)
- Introduce Unit 1: Lesson 1- “North Carolina’s Geography” pages 1-12.
- Suggested Readings
- Use maps to locate latitude and longitude; NC’s rivers and lakes; and land use products and resources (pages 7, 9, & 10).
- Vocabulary Identification with vocabulary cards and text
- Student–made *Home to School Map* (Classroom Resource Book p. 37)

**ASSESSMENT(S):**
- Student Text Unit 1: Lesson 1 Interactive Text (pages 1-12)
- Social Studies Text Scavenger Hunt
- Map Activity Rubric (p. 12 TE)
- Student-made “Home to School Map” Rubric
- Harcourt Assessment Test– Unit 1

**KEY CONCEPTS:**
- Location: Where is it?
- Place: What is it like there?
- Regions: How is this place like other places? How is it different?
- Movement: How and why do people, goods, and ideas move to and from this place?
- Human-Environment Interactions: How does this place affect people? How do people affect this place?

**KEY VOCABULARY:**
- absolute location
- relative location
- landforms
- river system
- natural resource

**SUGGESTED READINGS:**
- Leveled Readers- Geography of North Carolina
- Cradle of Forestry
- Finding Your Way Around
- Time For Kids Readers
- Read More: p. 2 - Teacher Edition

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**NORTH CAROLINA SOCIAL STUDIES**

**Fourth Grade**

**TIME/PACING:** August/September
<table>
<thead>
<tr>
<th>Language Arts: Research Report</th>
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<tbody>
<tr>
<td><strong>STUDENT ENGAGEMENT:</strong></td>
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<tr>
<td>- Complete a text Scavenger Hunt.</td>
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<tr>
<td>- Use maps to locate specific features.</td>
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<tr>
<td>- Construct compass rose.</td>
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<tr>
<td>- Create a “Home to School” map.</td>
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<tr>
<td>- Plan a menu.</td>
</tr>
<tr>
<td>- Research lakes and rivers.</td>
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<tr>
<td>- Compose a report from research.</td>
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<thead>
<tr>
<th><strong>COGNITIVE LEVEL:</strong></th>
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<tbody>
<tr>
<td>Application</td>
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<td>Evaluation</td>
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<td>Synthesis</td>
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<tr>
<th><strong>MATERIALS NEEDED:</strong></th>
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</thead>
<tbody>
<tr>
<td>- Harcourt text and resource books</td>
</tr>
<tr>
<td>- Harcourt Music CD</td>
</tr>
<tr>
<td>- Leveled Readers</td>
</tr>
<tr>
<td>- <em>Time for Kids</em></td>
</tr>
<tr>
<td>- Text Scavenger Hunt</td>
</tr>
<tr>
<td>- Harcourt Vocabulary Cards</td>
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<tr>
<td>- Week by Week Math Essentials</td>
</tr>
<tr>
<td>- Harcourt Assessment Program Book – Unit 1 Test</td>
</tr>
<tr>
<td>- “Home to School Map” Rubric</td>
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<thead>
<tr>
<th><strong>TECHNOLOGY SOURCES:</strong></th>
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<tbody>
<tr>
<td><a href="http://www.LEARNNC.org">www.LEARNNC.org</a></td>
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<tr>
<td>Tar Heel Junior Historians</td>
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- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
<table>
<thead>
<tr>
<th>GOAL: 1 The Five Themes of Geography</th>
<th>OBJECTIVE: 1:02 Describe and compare physical and cultural characteristics of the regions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULUMATIVE REVIEW: A MUST EVERYDAY</td>
<td>KEY CONCEPTS: Location: Where is it? Place: What is it like there? Regions: How is this place like other places? How is it different? Movement: How and why do people, goods, and ideas move to and from this place? Human-Environment Interactions: How does this place affect people? How do people affect this place?</td>
</tr>
<tr>
<td>STRATEGY(S)/ACTIVITIES:</td>
<td>KEY VOCABULARY: region culture descendants</td>
</tr>
<tr>
<td>• Daily Geography- Social Studies in Action Resource Book</td>
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</tr>
<tr>
<td>• Unit 1: Lesson 2- “Comparing Regions” pages 13-16</td>
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<tr>
<td>• Suggested Readings</td>
<td></td>
</tr>
<tr>
<td>• Create a booklet about NC’s regions (p. 16).</td>
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<tr>
<td>• Vocabulary Identification with vocabulary cards and text</td>
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<tr>
<td>• Construct Regions Collage (p. 13B; Classroom Resource Book p. 37).</td>
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<tr>
<td>ASSESSMENT(S):</td>
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<tr>
<td>• Student Text Unit 1:Lesson 2 Interactive Text (pages 13-16)</td>
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<tr>
<td>• Social Studies Text Scavenger Hunt</td>
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<tr>
<td>• Regions Booklet Writing Activity Rubric (p. 16 TE)</td>
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<td>• Harcourt Assessment Test– Unit 1</td>
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<tr>
<td>LESSON INTEGRATION:</td>
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<tr>
<td>• Reading Social Studies-Main Idea and Details (Social Studies in Action Resource Book p. 140)</td>
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<td>• Media Flex Time: Regions of NC</td>
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<tr>
<td>• Language Arts: Research Booklet</td>
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<td>• Technology: Research &amp; Keyboarding</td>
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<tr>
<td>• Art: Collage</td>
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<tr>
<td>STUDENT ENGAGEMENT:</td>
<td></td>
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<tr>
<td>• Use maps to locate specific features.</td>
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<tr>
<td>• Research three North Carolina regions and create booklet.</td>
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<tr>
<td>• Construct a collage of North Carolina regions.</td>
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<tr>
<td>COGNITIVE LEVEL: Application Evaluation Synthesis</td>
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<tr>
<td>MATERIALS NEEDED:</td>
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<td>• Harcourt Assessment Program Book – Unit 1 Test</td>
<td>Harcourt Music CD</td>
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<td>• Poster board, magazines, newspapers for collages</td>
<td>Eduware (when available)</td>
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<td>• Construction paper and markers for booklets</td>
<td>Computer Lab</td>
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<td></td>
<td>Eco Review Game (online/CD p. 83 SE &amp; 83F TE)</td>
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</tbody>
</table>
## NORTH CAROLINA SOCIAL STUDIES

### Fourth Grade

**GOAL:** 1 The Five Themes of Geography

**OBJECTIVE:** 1:03 Suggest some influences that location has on life in NC such as major cities, recreation areas, industry, and farms.

## TIME/PACING: August/September

### CULUMATIVE REVIEW: A MUST EVERYDAY

#### KEY CONCEPTS:
- **Location:** Where is it?
- **Place:** What is it like there?
- **Regions:** How is this place like other places? How is it different?
- **Movement:** How and why do people, goods, and ideas move to and from this place?
- **Human-Environment Interactions:** How does this place affect people? How do people affect this place?

### STRATEGY(S)/ACTIVITIES:
- **Harcourt Music CD**
- **Daily Geography- Social Studies in Action Resource Book**
- **Unit 1: Lesson 3- “Location and Ways of Life” pages 17-22**
- **Suggested Readings**
- **Create a newspaper article about NC regions (p. 22).**
- **Vocabulary Identification with vocabulary cards and text**

### ASSESSMENT(S):
- **Student Text Unit 1: Lesson 3 Interactive Text (pages 17-22)**
- **Regions Newspaper Article Writing Activity Rubric (p. 22 TE)**
- **Harcourt Assessment Test – Unit 1**

### KEY VOCABULARY:
- urban
- industry
- tourism
- rural

### LESSON INTEGRATION:
- **Reading Social Studies-Main Idea and Details** ([Social Studies in Action Resource Book](#) p. 140)
- **Week by Week Math Essentials**
- **Media Flex Time: Regions of NC**
- **Technology: Research & Keyboarding**
- **Language Arts: Newspaper Article**
- **Mathematics: Make a bar graph of NC crops (17B TE).**

### SUGGESTED READINGS:
- Leveled Readers- Geography of North Carolina Cradle of Forestry
- **Finding Your Way Around**
- **Time For Kids** Readers
- Read More: p. 2 - Teacher Edition

### STUDENT ENGAGEMENT:
- Use maps to locate specific features.
- Research regions of NC.
- Compose a news article about regions.

### COGNITIVE LEVEL:
- Application
- Evaluation
- Synthesis
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<td>• Newspapers</td>
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<td>• Examples of Bar Graphs</td>
<td>Computer Lab</td>
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<td>Eco Review Game (online/CD p. 83 SE &amp; 83F TE)</td>
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# NORTH CAROLINA SOCIAL STUDIES

## Fourth Grade

**TIME/PACING:** August/September

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<thead>
<tr>
<th>GOAL: 1 The Five Themes of Geography</th>
<th>OBJECTIVE: 1:04 Evaluate ways the people of NC used, modified, and adapted to the physical environment, past and present.</th>
</tr>
</thead>
</table>

### CULUMATIVE REVIEW: A MUST EVERYDAY

### STRATEGY(S)/ACTIVITIES:
- Harcourt Music CD
- Daily Geography- Social Studies in Action Resource Book
- Unit 1: Lesson 4 – “People and the Environment” pages 23-28
- Suggested Readings
- Vocabulary Identification with vocabulary cards and text
- Narrative Writing: Use the illustrations on pages 24-25 to describe a typical day in that person’s life (p. 23B TE).
- Letter Writing: Write a letter imagining that you are a European Settler in NC (p. 28 TE).

### ASSESSMENT(S):
- Student Text Unit 1: Lesson 4 Interactive Text (pages 23-28)
- Narrative Writing Activity Rubric (p.23B TE)
- Letter Writing Activity Rubric (p. 28 TE)
- Harcourt Assessment Test – Unit 1

### KEY CONCEPTS:
- Location: Where is it?
- Place: What is it like there?
- Regions: How is this place like other places? How is it different?
- Movement: How and why do people, goods, and ideas move to and from this place?
- Human-Environment Interactions: How does this place affect people? How do people affect this place?

### KEY VOCABULARY:
- physical environment
- adapt
- modify
- hydroelectricity

### LESSON INTEGRATION:
- Reading Social Studies-Main Idea and Details (Social Studies in Action Resource Book p. 140)
- Week by Week Math Essentials
- Media Flex Time: NC Biographies
- Technology: Research & Keyboarding
- Language Arts: Narrative, Letter

### SUGGESTED READINGS:
- Leveled Readers- Geography of North Carolina
- Cradle of Forestry
- Finding Your Way Around
- Time For Kids Readers
- Read More: p. 2 - Teacher Edition
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<td>Application</td>
</tr>
<tr>
<td>• Research NC biographies.</td>
<td>Evaluation</td>
</tr>
<tr>
<td>• Write a letter.</td>
<td>Synthesis</td>
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<tr>
<td>• Compose a narrative.</td>
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<tr>
<td>• Harcourt Music CD</td>
<td><a href="http://www.harcourtschool.com/ss1/index_nc.html">http://www.harcourtschool.com/ss1/index_nc.html</a></td>
</tr>
<tr>
<td>• Leveled Readers</td>
<td><a href="http://www.ncmuseumofhistory.org:8090/">http://www.ncmuseumofhistory.org:8090/</a></td>
</tr>
<tr>
<td>• <em>Time for Kids</em></td>
<td>Tar Heel Junior Historians</td>
</tr>
<tr>
<td>• Week by Week Math Essentials</td>
<td></td>
</tr>
<tr>
<td>• Harcourt Vocabulary Cards</td>
<td>Harcourt Multimedia CD</td>
</tr>
<tr>
<td>• Examples of letters and narratives</td>
<td>Harcourt Music CD</td>
</tr>
<tr>
<td>• Harcourt Assessment Program Book – Unit 1 Test</td>
<td>Eduware (when available)</td>
</tr>
<tr>
<td></td>
<td>Computer Lab</td>
</tr>
<tr>
<td></td>
<td>Eco Review Game (online/CD p. 83 SE &amp; 83F TE)</td>
</tr>
</tbody>
</table>
# NORTH CAROLINA SOCIAL STUDIES

## Fourth Grade

<table>
<thead>
<tr>
<th>GOAL: 1 The Five Themes of Geography</th>
<th>OBJECTIVE: 1:05 Assess human movement as it relates to the physical environment.</th>
</tr>
</thead>
</table>

### Cumulative Review: A Must Everyday

#### Strategy( )/Activities:  
- Harcourt Music CD
- Daily Geography- Social Studies in Action Resource Book
- Unit 1: Lesson 5 – “People and Movement” pages 29-34
- Suggested Readings
- Vocabulary Identification with vocabulary cards and text
- Paper Mache Model of NC (p. 29B TE)
- Chart of the Regions (p. 34 TE)
- End of Unit 1 Project – Diary Entry (p. 36 TE)
- End of Unit 1 Project – Atlas (p. 36 TE)

### Assessment(s):
- Student Text Unit 1: Lesson 5 Interactive Text (pages 29-34)
- Chart Activity Rubric (p. 34 TE)
- Harcourt Assessment Test – Unit 1
- End of Unit 1 Project – Diary Entry (p. 36 TE)
- End of Unit 1 Project – Atlas (p. 36 TE)

### Lesson Integration:
- Reading Social Studies-Inferences (Social Studies in Action Resource Book p. 150)
- Week by Week Math Essentials
- Media Flex Time: NC Regions
- Technology: Research & Keyboarding
- Language Arts: Report, Diary Entry
- Art: Paper Mache

### Key Concepts:  
- Location: Where is it?  
- Place: What is it like there?  
- Regions: How is this place like other places? How is it different?  
- Movement: How and why do people, goods, and ideas move to and from this place?  
- Human-Environment Interactions: How does this place affect people? How do people affect this place?

### Key Vocabulary:
- migration  
- elevation  
- frontier

### Suggested Readings:
- Leveled Readers- Geography of North Carolina
- Cradle of Forestry
- Finding Your Way Around
- Time For Kids Readers
- Read More: p. 2 - Teacher Edition
<table>
<thead>
<tr>
<th>STUDENT ENGAGEMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use maps to locate specific features.</td>
</tr>
<tr>
<td>• Research regions of North Carolina.</td>
</tr>
<tr>
<td>• Construct a chart of regions.</td>
</tr>
<tr>
<td>• Construct a Paper Mache model of North Carolina regions.</td>
</tr>
<tr>
<td>• Compose diary entry.</td>
</tr>
<tr>
<td>• Create atlas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COGNITIVE LEVEL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Application</td>
</tr>
<tr>
<td>• Evaluation</td>
</tr>
<tr>
<td>• Synthesis</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>MATERIALS NEEDED:</th>
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</thead>
<tbody>
<tr>
<td>• Harcourt text and resource books</td>
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<tr>
<td>• Harcourt Music CD</td>
</tr>
<tr>
<td>• Leveled Readers</td>
</tr>
<tr>
<td>• <em>Time for Kids</em></td>
</tr>
<tr>
<td>• Week by Week Math Essentials</td>
</tr>
<tr>
<td>• Harcourt Assessment Program Book – Unit 1 Test</td>
</tr>
<tr>
<td>• Harcourt Vocabulary Cards</td>
</tr>
<tr>
<td>• Journals</td>
</tr>
<tr>
<td>• Atlas</td>
</tr>
<tr>
<td>• Paper Mache Mix (flour, water, glue)</td>
</tr>
<tr>
<td>• Chart paper</td>
</tr>
<tr>
<td>• Newspapers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY SOURCES:</th>
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</thead>
<tbody>
<tr>
<td>• <a href="http://www.LEARNNC.org">www.LEARNNC.org</a></td>
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<tr>
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<td>• Eduware (when available)</td>
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<tr>
<td>• Computer Lab</td>
</tr>
<tr>
<td>• Eco Review Game (online/CD p. 83 SE &amp; 83F TE)</td>
</tr>
</tbody>
</table>
### NORTH CAROLINA SOCIAL STUDIES

#### Fourth Grade

<table>
<thead>
<tr>
<th>GOAL: 2 Roles of ethnic groups in the development of North Carolina</th>
<th>TIME/PACING: October/November</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE: 2.01 Locate and describe American Indians in North Carolina, past and present. 2.03 Describe the similarities and differences among people of North Carolina, past and present.</td>
<td></td>
</tr>
</tbody>
</table>

#### Cumulative Review: A Must Everyday

#### Strategy(s)/Activities:
- Harcourt Music CD
- Daily Geography - Social Studies in Action Resource Book
- Unit 2: Lesson 1 “Early American Indians” pages 41-48
- Unit 4: Lesson 1 “American Indians Today” pages 123-128
- Unit 4: Lesson 3 “A Diverse Population” pages 135-138
- Suggested Readings
- Vocabulary Identification with vocabulary cards and text
- Draw a map locating American Indian Tribes from the regions of North Carolina.
- Research American Indian Tribes from the regions of North Carolina.
- Compose a poem to describe how you are similar/different from other people.
- End of Year Project: North Carolina Scrapbook

#### Assessment(s):
- Student Text Unit 2 Lesson 1 Interactive Text (pages 42-48)
- Student Text Unit 4 Lesson 1 Interactive Text (pages 124-128)
- Student Text Unit 4 Lesson 3 Interactive Text (pages 135-138)
- Diorama Rubric (p. 48 TE)
- Poem Rubric (p. 138 TE)
- Harcourt Assessment Test – Unit 4

#### Key Concepts:
The exploration and settlement of North Carolina led to interaction between diverse peoples.

#### Key Vocabulary:
government          ethnic group
democracy            recognized
ceremony              petition
confederation       powwows
heritage

#### Lesson Integration:
- Reading Social Studies-Cause and Effect, Sequence, and Compare and Contrast (Social Studies in Action Resource Book p. 142, 143, 145)
- Week by Week Math Essentials
- Media Flex Time: NC American Indian Tribes

#### Suggested Readings:
Leveled Readers:
*People Today and Long Ago*
*North Carolina Festivals*
*Coming to North Carolina*
<table>
<thead>
<tr>
<th>Technology: Research &amp; Keyboarding</th>
<th>Language Arts: Research Report, Poem</th>
<th>Art: Make a diorama of an American Indian Tribe from the regions of North Carolina.</th>
<th>Health: Cherokee Historical Marble Game (p. 41B TE)</th>
<th>Time For Kids Readers Read More (p. 120 TE)</th>
</tr>
</thead>
</table>

**STUDENT ENGAGEMENT:**
- Research NC American Indian tribes.
- Write a report on NC American Indian tribes.
- Compose a poem.
- Create a diorama.
- Make a map.
- Play a historical American Indian game.

**COGNITIVE LEVEL:**
- Application
- Evaluation
- Synthesis

**MATERIALS NEEDED:**
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- Time for Kids
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- NC maps
- Paper
- Shoe boxes for dioramas
- Smooth rocks for Cherokee marble game

**TECHNOLOGY SOURCES:**
- www.LEARNNC.org
- http://www.harcourtschool.com/ss1/index_nc.html
- http://www.ncmuseumofhistory.org:8090/
- Tar Heel Junior Historians
- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
# NORTH CAROLINA SOCIAL STUDIES

## GOAL: 2 Roles of ethnic groups in the development of North Carolina

## OBJECTIVE: 2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America. 2.04 Describe how different ethnic groups have influenced culture, customs, and history of North Carolina.

## CULUMATIVE REVIEW: A MUST EVERYDAY

### STRATEGY(S)/ACTIVITIES:
- Harcourt Music CD
- Daily Geography - Social Studies in Action Resource Book
- Unit 4: Lesson 2 “Immigration to North Carolina” pages 129-134
- Unit 4: Lesson 4 “People and Culture” pages 139-144
- Suggested Readings
- Vocabulary Identification with vocabulary cards and text
- Write a diary entry as an immigrant coming to North Carolina.
- Make a museum display of an ethnic group.

### ASSESSMENT(S):
- Student Text Unit 4 Lesson 2 Interactive Text (pages 130-134)
- Student Text Unit 4 Lesson 4 Interactive Text (pages 139-144)
- Diary Rubric (p. 134 TE)
- Museum Activity Rubric (p. 144 TE)
- Harcourt Assessment Test – Unit 4

### LESSON INTEGRATION:
- Reading Social Studies-Cause and Effect, Compare/Contrast, Making Inferences (Social Studies in Action Resource Book p. 142, 143, 150)
- Week by Week Math Essentials
- Media Flex Time: Immigration
- Technology: Research & Keyboarding
- Language Arts: Research Report, diary entry
- Art: Museum display

## KEY CONCEPTS:
The exploration and settlement of North Carolina led to interaction between diverse peoples.

## KEY VOCABULARY:
- diverse
- custom
- immigrant
- tradition
- migrant worker
- pastime

## SUGGESTED READINGS:
- Leveled Readers:
  - People Today and Long Ago
  - North Carolina Festivals
  - Coming to North Carolina
  - Time For Kids Readers
- Read More (p. 120 TE)
<table>
<thead>
<tr>
<th>STUDENT ENGAGEMENT:</th>
<th>COGNITIVE LEVEL:</th>
<th>TECHNOLOGY SOURCES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research immigration to North Carolina.</td>
<td>Application</td>
<td><a href="http://www.LEARNNC.org">www.LEARNNC.org</a></td>
</tr>
<tr>
<td>• Compose a diary entry.</td>
<td>Evaluation</td>
<td><a href="http://www.harcourtschool.com/ss1/index_nc.html">http://www.harcourtschool.com/ss1/index_nc.html</a></td>
</tr>
<tr>
<td>• Construct a museum.</td>
<td>Synthesis</td>
<td><a href="http://www.ncmuseumofhistory.org:8090/">http://www.ncmuseumofhistory.org:8090/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tar Heel Junior Historians</td>
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<td>• Harcourt Vocabulary Cards</td>
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<tr>
<td>• Journals</td>
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<tr>
<td>• Poster or shoe boxes for museum</td>
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<td>Computer Lab</td>
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<td>Eco Review Game (online/CD p. 36 SE &amp; TE)</td>
<td></td>
</tr>
<tr>
<td>GOAL: 3 The History of Colonization</td>
<td>OBJECTIVE: 3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina. 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CULUMATIVE REVIEW: A MUST EVERYDAY</td>
<td>KEY CONCEPTS: The exploration and settlement of North Carolina led to interaction between diverse peoples. North Carolina faced many opportunities and challenges.</td>
</tr>
<tr>
<td>STRATEGY(S)/ACTIVITIES:</td>
<td>KEY VOCABULARY: colony expedition governor raw material</td>
</tr>
<tr>
<td>• Harcourt Music CD</td>
<td>SUGGESTED READING: Leveled Readers: <em>North Carolina and the Past</em> <em>Treasure Hunt</em> <em>The Lost Colony at Roanoke</em> <em>Time For Kids Readers</em> Read More (p. 38 TE)</td>
</tr>
<tr>
<td>• Unit 2: Lesson 2 “Exploration and Settlement” pages 49-54</td>
<td>COGNITIVE LEVEL: Application Evaluation Synthesis</td>
</tr>
<tr>
<td>• Vocabulary Identification with vocabulary cards and text</td>
<td></td>
</tr>
<tr>
<td>• Write a diary entry/narrative story as a Roanoke Island colonist.</td>
<td></td>
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<tr>
<td>MATERIALS NEEDED:</td>
<td>TECHNOLOGY SOURCES:</td>
</tr>
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<td>Harcourt Multimedia CD</td>
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<td>Computer Lab</td>
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<td></td>
<td>Eco Review Game (online/CD p. 83 SE &amp; 83F TE)</td>
</tr>
</tbody>
</table>
# NORTH CAROLINA SOCIAL STUDIES

**Fourth Grade**

**GOAL:** 3 The History of Colonization

**OBJECTIVE:** 3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social. 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

**TIME/PACING:** December/January

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**CULUMATIVE REVIEW: A MUST EVERYDAY**

**STRATEGY(S)/ACTIVITIES:**
- Harcourt Music CD
- Daily Geography- *Social Studies in Action Resource Book*
- Unit 2: Lesson 3 “Settling the Coastal Plain” pages 55-60
- Unit 2: Lesson 4 “Settling the Piedmont” pages 61-66
- Unit 2: Lesson 5 “Settling the Mountains” pages 67-72
- Vocabulary Identification with vocabulary cards and text
- Newspaper article, Advertisement, Narrative-(Compose a story about traveling to the mountain region as a pioneer).
- Learn a square dance.
- Calculate the number of years between historical events; calculate the distance pioneers traveled (pages 55B, 61B TE).

**ASSESSMENT(S):**
- Student Text Unit 2 Lesson 3 Interactive Text (pages 55-60)
- Student Text Unit 2 Lesson 4 Interactive Text (pages 61-66)
- Student Text Unit 2 Lesson 5 Interactive Text (pages 67-72)
- Writing Rubrics (pages 60, 66, 72 TE)
- Harcourt Assessment Test – Unit 2

**KEY CONCEPTS:**
The exploration and settlement of North Carolina led to interaction between diverse peoples.
North Carolina faced many opportunities and challenges.

**KEY VOCABULARY:**
cash crops backcountry
charter pioneer
assembly treaty
tax royal colony barter

**LESSON INTEGRATION:**
- Week by Week Math Essentials
- Media Flex Time: Early Settlers of North Carolina
- Technology: Research & Keyboarding

**SUGGESTED READINGS:**
Leveled Readers:
*North Carolina and the Past*
*Treasure Hunt*
*The Lost Colony at Roanoke*
*Time For Kids Readers*
- Language Arts: Newspaper article, Advertisement, Narrative story
- Art/PE: Square Dance
- Math: Calculator Activities (pages 55B, 61B TE)

**STUDENT ENGAGEMENT:**
- Research early settlers of North Carolina.
- Compose a newspaper article, advertisement, or narrative.
- Dance a square dance.
- Calculate dates and distances.

**MATERIALS NEEDED:**
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Books
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- Newspapers
- Square Dance Directions
- Calculators
- Examples of narratives

**COGNITIVE LEVEL:**
- Application
- Evaluation
- Synthesis

**TECHNOLOGY SOURCES:**
- [www.LEARNNC.org](http://www.LEARNNC.org)
- [http://www.harcourtschool.com/ss1/index_nc.html](http://www.harcourtschool.com/ss1/index_nc.html)
- Tar Heel Junior Historians
- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
## NORTH CAROLINA SOCIAL STUDIES

### Fourth Grade

**GOAL:** 3 The History of Colonization

**OBJECTIVE:** 3.02 Identify people, symbols, events, and documents associated with NC’s history. 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

### TIME/PACING: January/February

### CULUMATIVE REVIEW: A MUST EVERYDAY

<table>
<thead>
<tr>
<th>STRATEGY(S)/ACTIVITIES:</th>
<th>KEY CONCEPTS:</th>
<th>KEY VOCABULARY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Harcourt Music CD</td>
<td>The exploration and settlement of North Carolina led to interaction between diverse peoples. North Carolina faced many opportunities and challenges.</td>
<td>capital</td>
</tr>
<tr>
<td>- Daily Geography- Social Studies in Action Resource Book</td>
<td></td>
<td>county</td>
</tr>
<tr>
<td>- Unit 3: Lesson 1 “Early Statehood” pages 87-92</td>
<td></td>
<td>capitol</td>
</tr>
<tr>
<td>- Unit 3: Lesson 2 “The Civil War” pages 93-98</td>
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<td>slavery</td>
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<tr>
<td>- Unit 3: Lesson 4 “New Challenges” pages 105-110</td>
<td></td>
<td>abolitionists</td>
</tr>
<tr>
<td>- Unit 3: Lesson 5 “Working for Change” pages 111-116</td>
<td></td>
<td>sharecropper</td>
</tr>
<tr>
<td>- Vocabulary Identification with vocabulary cards and text</td>
<td></td>
<td>depression</td>
</tr>
<tr>
<td>- Write a speech about how you plan to improve the state, a letter to your family as a Union Soldier, and a speech about Woman’s suffrage (pages 92, 98, 116).</td>
<td></td>
<td>unemployment</td>
</tr>
<tr>
<td>- Publish a newspaper.</td>
<td></td>
<td>rationed</td>
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<tr>
<td>- Design a mural (p. 105B TE).</td>
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<tr>
<td>- Create a line graph (p. 111B TE).</td>
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</tr>
</tbody>
</table>
### LESSON INTEGRATION:
- Reading Social Studies-Cause and Effect *(Social Studies in Action Resource Book p. 142)*
- Week by Week Math Essentials
- Media Flex Time: North Carolina’s diverse people
- Technology: Research & Keyboarding
- Language Arts: Writing a letter, writing speeches, publishing a newspaper
- Art: Design a mural.
- Math: Create a line graph.

### SUGGESTED READINGS:
Leveled Readers:
- *North Carolina and the Past*
- *Treasure Hunt*
- *The Lost Colony at Roanoke*
- *Time For Kids* Readers
  - Read More (p. 83D TE)

### STUDENT ENGAGEMENT:
- Research diverse people in North Carolina.
- Publish a newspaper.
- Compose a letter.
- Write a speech.
- Design a mural.
- Create a line graph.

### COGNITIVE LEVEL:
- Application
- Evaluation
- Synthesis

### MATERIALS NEEDED:
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials, Graphs
- Harcourt Vocabulary Cards
- Newspapers
- Art Paper, Markers

### TECHNOLOGY SOURCES
- [www.LEARNNC.org](http://www.LEARNNC.org)
- [http://www.harcourtschool.com/ss1/index_nc.html](http://www.harcourtschool.com/ss1/index_nc.html)
- Tar Heel Junior Historians
- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
### GOAL: 3 The History of Colonization

Goal: 7 Technology

#### OBJECTIVE:
3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
7.01 Cite examples from North Carolina’s history of the impact of technology. 7.02 Analyze the affect of technology on North Carolina’s citizens, past and present. 7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time. 7.04 Analyze the effect of technology on North Carolina citizens today.

#### CULUMATIVE REVIEW: A MUST EVERYDAY

#### KEY CONCEPTS:
The 1800’s and early 1900’s brought many new forms of transportation and communication to NC.

Railroads, canals, automobiles, and airplanes greatly improved transportation.

Telegraphs and telephones greatly improved communication.

Technology continues to change life and work in North Carolina.

#### STRTEGY(S)/ACTIVITIES:
- Harcourt Music CD
- Daily Geography- Social Studies in Action Resource Book
- Unit 3: Lesson 3 “Transportation and Communication” pages 99-104
- Unit 8: Lesson 1 “Changes in Technology” pages 253-258
- Unit 8: Lesson 2 “Technology Affects Life” pages 259-264
- Unit 8: Lesson 3 “Technology Today” pages 265-268
- Vocabulary Identification with vocabulary cards and text
- Write a poem about the Wright Brothers (p. 104).
- Research railroads of NC online and plan a trip visiting one city in each of the three regions of NC. Explain why you chose to visit the city and write about your virtual journey.
- Interview an adult about how technology has changed or impacted their life.
- Write an Internet advertisement for a business.
- Make a line graph of Internet access in public schools.
- Conduct a survey of the advantages and disadvantages of technology.
- Project – Diary entry: How your life would be different without technology.
- Project - Design a website.
### ASSESSMENT(S):
- Student Text Unit 3 Lesson 3 Interactive Text (pages 99-104)
- Writing Rubrics (p. 104 TE)
- Harcourt Assessment Test – Unit 3
- Harcourt Assessment Test – Unit 8
- Interview Activity Rubric (p. 258 TE)
- Internet Writing Rubric (p. 264 TE)
- Survey Activity Rubric (p. 268 TE)
- Diary Rubric (p. 270 TE)
- Website Design Activity Rubric (p. 270 TE)

### KEY VOCABULARY:
- technology
- aviation
- manufacturing
- satellite
- Internet
- mechanized
- telecommute
- e-commerce
- data
- aerospace

### LESSON INTEGRATION:
- Reading Social Studies-Cause and Effect, Draw Conclusions, Main Idea and Details, Summarize (Social Studies in Action Resource Book pages 142, 148, 140, 146)
- Week by Week Math Essentials
- Media Flex Time: North Carolina in the past and present, including technology
- Technology: Research & Keyboarding, Website Design, Internet Advertisement
- Language Arts: Write and respond to poems (p.104), interview (p. 258), survey (p. 268), and compose diary entry (p. 270).
- Math: Make a line graph.

### SUGGESTED READINGS:
- Leveled Readers:
  - North Carolina and the Past
  - Treasure Hunt
  - The Lost Colony at Roanoke
  - Technology in North Carolina
  - Research Triangle Park
  - I Want to be an Astronaut!
  - Time For Kids Readers
  - Read More (pages 83D, 250 TE)

### STUDENT ENGAGEMENT:
- Research North Carolina in the past and present.
- Compose a poem.
- Respond to the Wright Brothers poem.
- Write about a virtual journey.
- Design a website.
- Conduct an interview.
- Conduct a survey.
- Make a line graph.
- Write a diary entry.

### COGNITIVE LEVEL:
- Analyze
- Application
- Synthesis
### MATERIALS NEEDED:
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- Examples of Poems
- Internet Website
- Examples of line graphs
- Journals

### TECHNOLOGY SOURCES:
- [www.LEARNNC.org](http://www.LEARNNC.org)
- [http://www.harcourtschool.com/ss1/index_nc.html](http://www.harcourtschool.com/ss1/index_nc.html)
- Tar Heel Junior Historians

- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
**GOAL:** 4 The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

**OBJECTIVE:** 4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

**CULUMATIVE REVIEW:** A MUST EVERYDAY

**STRATEGY(S)/ACTIVITIES:**
- Harcourt Music CD
- Daily Geography - Social Studies in Action Resource Book
- Unit 5: Introduction pages 147-150
- Unit 5: Lesson 1 “Regional Diversity” pages 151-158
- Unit 5: Lesson 2 “Religious Groups in North Carolina” pages 159-162
- Vocabulary Identification with vocabulary cards and text
- The Big Idea p. 148
- Compare/Contrast the people in the regions of North Carolina.
- Write a report on a religious group.
- Design a Tourism Brochure (p. 151B TE).
- “Name that Region” game (p. 151B TE)

**ASSESSMENT(S):**
- Student Text Unit 5 Lesson 1 Interactive Text (pages 151-158)
- Student Text Unit 5 Lesson 2 Interactive Text (pages 159-162)
- Comparison/Contrast Activity Rubric (p. 158 TE)
- Writing Rubric (p.162 TE)
- Harcourt Assessment Test – Unit 5

**KEY CONCEPTS:**
- The 1800’s and early 1900’s brought many new forms of transportation and communication to NC.
- Railroads, canals, automobiles, and airplanes greatly improved transportation.
- Telegraphs and telephones greatly improved communication.

**KEY VOCABULARY:**
- hurricanes
- religious toleration
- service workers
- hub
**LESSON INTEGRATION:**
- Reading Social Studies: Generalize, Main Idea and Details (*Social Studies in Action Resource Book* pages 140, 151)
- Week by Week Math Essentials
- Media Flex Time: Diverse religions
- Technology: Research & Keyboarding
- Language Arts: Research report
- Art: Tourism Brochure

<table>
<thead>
<tr>
<th>SUGGESTED READINGS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leveled Readers:</td>
</tr>
<tr>
<td><em>North Carolina’s Government</em></td>
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<tr>
<td><em>North Carolina’s Leaders</em></td>
</tr>
<tr>
<td><em>Benjamin Franklin: Colonial Genius</em></td>
</tr>
<tr>
<td><em>Time For Kids</em> Readers</td>
</tr>
<tr>
<td>Read More (p. 147D TE)</td>
</tr>
</tbody>
</table>

**STUDENT ENGAGEMENT:**
- Research diverse religions.
- Make a comparison/contrast chart.
- Write a report.
- Design a Tourism Brochure.
- Play “Name That Region” fact game.

<table>
<thead>
<tr>
<th>COGNITIVE LEVEL:</th>
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<tbody>
<tr>
<td>Analyze</td>
</tr>
<tr>
<td>Application</td>
</tr>
</tbody>
</table>

**MATERIALS NEEDED:**
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- North Carolina Brochures
- Art Paper
- Markers
- Index Cards

<table>
<thead>
<tr>
<th>TECHNOLOGY SOURCES:</th>
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<tbody>
<tr>
<td><a href="http://www.LEARNNC.org">www.LEARNNC.org</a></td>
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<tr>
<td><a href="http://www.harcourtschool.com/ss1/index_nc.html">http://www.harcourtschool.com/ss1/index_nc.html</a></td>
</tr>
<tr>
<td>Tar Heel Junior Historians</td>
</tr>
</tbody>
</table>

- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
### GOAL: 4 North Carolina Government

**OBJECTIVE:** 4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.  
4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.  
4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

### CULUMATIVE REVIEW: A MUST EVERYDAY

**STRATEGY(S)/ACTIVITIES:**
- Harcourt Music CD
- Daily Geography- *Social Studies in Action Resource Book*
- Unit 5: Lesson 3 “North Carolina Citizenship” pages 163-168
- Unit 5: Lesson 4 “Government in North Carolina” pages 169-176
- Unit 5: Lesson 5 “Notable Tar Heels” pages177-184
- Vocabulary Identification with vocabulary cards and text
- Design posters with slogans that encourage people to vote.
- Create a guide for responsible citizenship (p.168).
- Design a school seal (p. 169B).
- Write an election speech (Imagine you are running for office in your town or city. p.176)
- Research famous North Carolinians and create a booklet (p. 184).
- Project-Write a letter to the editor.
- Project-Make a North Carolina government handbook.

**ASSESSMENT(S):**
- Student Text Unit 5 Lesson 3 Interactive Text (pages 163-168)
- Student Text Unit 5 Lesson 4 Interactive Text (pages 169-176)
- Student Text Unit 5 Lesson 5 Interactive Text (pages 177-184)
- Harcourt Assessment Test- Unit 5
- Citizenship Activity Rubric (p. 168 TE)

### KEY CONCEPTS:
- North Carolina citizens have rights and responsibilities.
- North Carolina citizens have three levels and three branches of government.
- North Carolinians have made and continue to make great contributions in government, education, science, and the arts.

### KEY VOCABULARY:
- citizen
- legislative branch
- bills
- public office
- executive branch
- budget
- jury
- judicial branch
- veto
- political party
- appeal
- candidate
- municipal
- volunteer
- county seat
- Writing Speech Rubric (pages 176, 186 TE)
- Biography Activity Rubric (p. 184 TE)
- Government Handbook Activity Rubric (p. 186 TE)

**LESSON INTEGRATION:**
- Reading Social Studies: Generalize, Main Idea, Cause and Effect, and Details (Social Studies in Action Resource Book pages 140, 142,151)
- Week by Week Math Essentials
- Media Flex Time: North Carolina Government and Famous North Carolinians
- Technology: Research & Keyboarding
- Language Arts: Research report, letter, speech
- Art: School Seal

**SUGGESTED READINGS:**
- Leveled Readers:
  - *North Carolina’s Government*
  - *North Carolina’s Leaders*
  - *Benjamin Franklin: Colonial Genius*
  - *Time For Kids* Readers
  - Read More (p. 147D TE)

**STUDENT ENGAGEMENT:**
- Research North Carolina government.
- Make a poster.
- Write a report.
- Design a booklet and school seal.
- Create a booklet and handbook.

**COGNITIVE LEVEL:**
- Analyze
- Application
- Evaluation
- Synthesis

**MATERIALS NEEDED:**
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- North Carolina Biographies
- Art Paper
- Markers
- Poster
- Construction Paper

**TECHNOLOGY SOURCES:**
- [www.LEARNNC.org](http://www.LEARNNC.org)
- [http://www.harcourtschool.com/ss1/index_nc.html](http://www.harcourtschool.com/ss1/index_nc.html)
- Tar Heel Junior Historians
- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
## NORTH CAROLINA SOCIAL STUDIES

### Fourth Grade

**GOAL:** 5 North Carolina Cultural Groups

**Objective 5.01** Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities. **Objective 5.02** Describe traditional art, music, and craft forms in North Carolina. **Objective 5.03** Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

### CULUMATIVE REVIEW: A MUST EVERYDAY

**STRATEGY(S)/ACTIVITIES:**
- Harcourt Music CD
- Daily Geography - Social Studies in Action Resource Book
- Unit 6: Lesson 1 “Celebrating North Carolina” pages 191-196
- Unit 6: Lesson 2 “North Carolina Art Traditions” pages 197-204
- Unit 6: Lesson 3 “Cultures and Regions” pages 205-212
- Vocabulary Identification with vocabulary cards and text
- Conduct a survey about attendance to cultural events (p. 191B TE).
- Write an essay about a state or national holiday, or festival.
- Design a quilt (p. 197B TE).
- Make a poster about an upcoming art event (p. 204).

**ASSESSMENT(S):**
- Student Text Unit 6 Lesson 1 Interactive Text (pages 191-196)
- Student Text Unit 6 Lesson 2 Interactive Text (pages 197-204)
- Student Text Unit 6 Lesson 3 Interactive Text (pages 205-212)
- Harcourt Assessment Test – Unit 6
- Writing Rubrics (pages 196, 212 TE)
- Poster Activity Rubric (P. 204 TE)

**KEY CONCEPTS:**
- North Carolinians celebrate holidays as a means of sharing their culture with others.
- Each region of North Carolina’s history has unique cultural features.

**KEY VOCABULARY:**
- holiday
- potters
- patriotism
- quilting
- festival
- bluegrass
- clogging
- shag
- wildlife refuge
**LESSON INTEGRATION:**
- Reading Social Studies: Inferences, Summarize, Main Idea and Details (*Social Studies in Action Resource Book* pages 150, 146,140)
- Week by Week Math Essentials
- Media Flex Time: North Carolina Holidays and Traditions
- Technology: Research & Keyboarding
- Language Arts: Essay
- Math: Conduct a survey.
- Art: Quilt, Poster

**SUGGESTED READINGS:**
- Leveled Readers:
  - *North Carolinians*
  - *A Musical Heritage*
  - *North Carolina Crafts*
- *Time For Kids* Readers
- Read More (p. 188 TE)

**STUDENT ENGAGEMENT:**
- Research a North Carolina holiday or tradition.
- Make a poster.
- Write a report.
- Design a quilt.
- Conduct a survey.

**COGNITIVE LEVEL:**
- Analyze
- Application
- Evaluation
- Synthesis

**MATERIALS NEEDED:**
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- Art Paper
- Markers
- Poster
- Construction Paper

**TECHNOLOGY SOURCES:**
- [www.LEARNNC.org](http://www.LEARNNC.org)
- [http://www.harcourtschool.com/ss1/index_nc.html](http://www.harcourtschool.com/ss1/index_nc.html)
- Tar Heel Junior Historians

- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
**GOAL: 6 Economics**

Objective 6.01 Explain the relationship between unlimited wants and limited resources. 6.02 Analyze the choices and opportunity cost involved in economic decisions. 6.03 Categorize the state’s resources as natural, human, or capital. 6.04 Assess how the state’s natural resources are being used.

**CULUMATIVE REVIEW: A MUST EVERYDAY**

**STRATEGY(S)/ACTIVITIES:**
- Harcourt Music CD
- Daily Geography- Social Studies in Action Resource Book
- Unit 7: Lesson 1 “Economic Choices” pages 219-224
- Unit 7: Lesson 2 “Using Resources” pages 225-230
- Vocabulary Identification with vocabulary cards and text
- Make a conservation poster.
- Create a plan about starting a business in the community (p. 230 TE).
- Categorize the state’s resources as natural, human, or capital.
- Junior Achievement

**ASSESSMENT(S):**
- Student Text Unit 7 Lesson 1 Interactive Text (pages 219-224)
- Student Text Unit 7 Lesson 2 Interactive Text (pages 225-230)
- Harcourt Assessment Test – Unit 7
- Business Plan Writing Rubric (p. 230 TE)
- Poster Activity Rubric (p. 224 TE)

**KEY CONCEPTS:**
- An economy is the way people use resources to meet their needs.
- By working, spending, and saving people take part in the economy.
- Distinguish the difference between North Carolina’s resources.

**KEY VOCABULARY:**

- economic choices
- free enterprise
- consumers
- entrepreneur
- limited
- human resources
- trade-off
- capital resources
- opportunity cost
- pollution
- economy
- recycle
- high-tech
### LESSON INTEGRATION:
- Reading Social Studies: Cause and Effect *(Social Studies in Action Resource Book p. 142)*
- Week by Week Math Essentials
- Media Flex Time: North Carolina’s Economy
- Technology: Research & Keyboarding
- Language Arts: Create a business plan.
- Art: Make a poster.

### SUGGESTED READINGS:
- Leveled Readers:
  - North Carolina’s Economy
  - North Carolina’s Resources
  - Across North Carolina
  - Time For Kids Readers
  - Read More (p. 216 TE)

### STUDENT ENGAGEMENT:
- Research North Carolina’s economy.
- Make a poster.
- Write a business plan.

### COGNITIVE LEVEL:
- Analyze
- Application
- Evaluation
- Synthesis

### MATERIALS NEEDED:
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- Art Paper
- Markers
- Poster
- Construction Paper

### TECHNOLOGY SOURCES:
- www.LEARNNC.org
- http://www.harcourtschool.com/ss1/index_nc.html
- http://www.ncmuseumofhistory.org:8090/
- Tar Heel Junior Historians

- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
<table>
<thead>
<tr>
<th>GOAL: 6 Economics</th>
<th>Objective 6.05 Recognize that money can be used for spending, saving, and paying taxes. 6.06 Analyze the relationship between government services and taxes.</th>
</tr>
</thead>
</table>
| **CULUMATIVE REVIEW: A MUST EVERYDAY** | **KEY CONCEPTS:**
Government collects and uses tax funds to pay for services it provides. |
| **STRTEGY(S)/ACTIVTIES:** | **KEY VOCABULARY:**
- Harcourt Music CD |
- Daily Geography- Social Studies in Action Resource Book |
- Unit 7: Lesson 3 “Using Money” pages 231-236 |
- Vocabulary Identification with vocabulary cards and text |
- Choose an item and compute how to purchase it within a year. |
- Create a brochure for government services. |
- Junior Achievement |
- Harcourt Poster Activity Assessment Test – Unit 7 |
| **ASSESSMENT(S):** | income |
- Student Text Unit 7 Lesson 3 Interactive Text (pages 231-236) |
- Harcourt Poster Activity Assessment Test – Unit 7 |
- Brochure Activity Rubric (p. 236 TE) |
- Harcourt Assessment Test – Unit 7 |
- Harcourt Assessment Test – Unit 7 |
| **LESSON INTEGRATION:** | invest |
- Reading Social Studies: Categorize and Classify (Social Studies in Action Resource Book p. 144) |
- Week by Week Math Essentials |
- Media Flex Time: North Carolina’s Government Services |
- Technology: Research & Keyboarding |
- Math: Calculate the cost of saving for a specific purchase. |
- Art: Make a brochure. |
| **SUGGESTED READINGS:** | Leveled Readers:
- North Carolina’s Economy |
- North Carolina’s Resources |
- Across North Carolina |
- Time For Kids Readers |
- Read More (p. 216 TE) |
<table>
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<tr>
<th>STUDENT ENGAGEMENT:</th>
<th>COGNITIVE LEVEL:</th>
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<tbody>
<tr>
<td> Research North Carolina’s government services.</td>
<td>Analyze</td>
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<tr>
<td> Make a brochure.</td>
<td>Application</td>
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<tr>
<td> Calculate the cost of saving for a specific purchase.</td>
<td>Evaluation</td>
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<td>Synthesis</td>
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<th>MATERIALS NEEDED:</th>
<th>TECHNOLOGY SOURCES;</th>
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<tr>
<td> Leveled Readers</td>
<td><a href="http://www.ncmuseumofhistory.org:8090/">http://www.ncmuseumofhistory.org:8090/</a></td>
</tr>
<tr>
<td> <em>Time for Kids</em></td>
<td>Tar Heel Junior Historians</td>
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<tr>
<td> Week by Week Math Essentials</td>
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</tr>
<tr>
<td> Harcourt Vocabulary Cards</td>
<td>Harcourt Multimedia CD</td>
</tr>
<tr>
<td> Art Paper</td>
<td>Harcourt Music CD</td>
</tr>
<tr>
<td> Markers</td>
<td>Eduware (when available)</td>
</tr>
<tr>
<td> Poster</td>
<td>Computer Lab</td>
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<tr>
<td> Construction Paper</td>
<td>Eco Review Game (online/CD p. 83 SE &amp; 83F TE)</td>
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<tr>
<td> Calculators</td>
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</tbody>
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## NORTH CAROLINA SOCIAL STUDIES

### Fourth Grade

**GOAL: 6  Economics**

Objective 6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.

6.08 Cite examples of interdependence in North Carolina’s economy and evaluate the significance of economic relationships with other states and nations.

### CULUMNATIVE REVIEW: A MUST EVERYDAY

#### STRTEGY(S)/ACTIVITIES:

- Harcourt Music CD
- Daily Geography - Social Studies in Action Resource Book
- Unit 7: Lesson 4 “Specialization and Interdependence” pages 237-240
- Unit 7: Lesson 5 “Economic Relationships” pages 241-246
- Vocabulary Identification with vocabulary cards and text
- Research a specific animal and its interdependence within an ecosystem.
- Draw an illustration of the step to make a product.
- Make a line graph for North Carolina exports.
- Create a map showing North Carolina’s imports and exports.
- Project – Write an essay telling how a job is affected by interdependence.
- Project – Make a bulletin board about economics.
- Junior Achievement

#### ASSESSMENT(S):

- Student Text Unit 7 Lesson 4 Interactive Text (pages 237-240)
- Student Text Unit 7 Lesson 5 Interactive Text (pages 241-246)
- Harcourt Poster Activity Assessment Test – Unit 7
- Harcourt Assessment Test – Unit 7
- Illustration Activity Rubric (p. 240 TE)
- Map Activity Rubric (p. 246 TE)
- Writing Project Rubric (p. 248 TE)
- Bulletin Board Activity Rubric (p. 248 TE)

#### KEY CONCEPTS:

- International trade is important to North Carolina’s economy.

- North Carolina’s leading trading partners are Canada, Mexico, Japan, Honduras, and Great Britain.

- Geography affects imports, exports, and markets.

#### KEY VOCABULARY:

- specialize
- international trade
- division of labor
- exports
- interdependence
- imports
**LESSON INTEGRATION:**
- Reading Social Studies: Categorize and Classify, Synthesize, Cause and Effect  
  *(Social Studies in Action Resource Book p. 144, 142)*
- Week by Week Math Essentials
- Media Flex Time: Research a specific animal and its interdependence within an ecosystem.
- Technology: Research & Keyboarding
- Language Arts: Essay, research report
- Math: Make a line graph.
- Art: Make a product illustration, bulletin board.

**SUGGESTED READINGS:**
- Leveled Readers:  
  *North Carolina’s Economy*  
  *North Carolina’s Resources*  
  *Across North Carolina*  
  *Time For Kids Readers*  
  Read More (p. 216 TE)

**STUDENT ENGAGEMENT:**
- Research a specific animal and its interdependence within an ecosystem.
- Make a line graph.
- Write an essay.
- Make a product illustration.
- Create a bulletin board.
- Complete a map.

**COGNITIVE LEVEL:**
- Analyze
- Application
- Evaluation
- Synthesis

**MATERIALS NEEDED:**
- Harcourt text and resource books
- Harcourt Music CD
- Leveled Readers
- *Time for Kids*
- Week by Week Math Essentials
- Harcourt Vocabulary Cards
- Art Paper
- Markers
- Poster
- Construction Paper

**TECHNOLOGY SOURCES:**
- [www.LEARNNC.org](http://www.LEARNNC.org)
- [http://www.harcourtschool.com/ss1/index_nc.html](http://www.harcourtschool.com/ss1/index_nc.html)
- Tar Heel Junior Historians

- Harcourt Multimedia CD
- Harcourt Music CD
- Eduware (when available)
- Computer Lab
- Eco Review Game (online/CD p. 83 SE & 83F TE)
## 4th Grade Pacing Guide At A Glance

### Fourth Grade: North Carolina Geography and History

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<thead>
<tr>
<th>August-September</th>
<th>October-November</th>
<th>December-April</th>
<th>May-June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.01</strong> Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in NC.</td>
<td><strong>2.01</strong> Locate and describe American Indians in NC, past and present.</td>
<td><strong>3.01</strong> Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.</td>
<td><strong>6.01</strong> Explain the relationship between unlimited wants and limited resources.</td>
</tr>
<tr>
<td><strong>1.02</strong> Describe and compare physical and cultural characteristics of the regions.</td>
<td><strong>2.02</strong> Trace the growth and development of immigration to NC, over time from Europe, Asia, and Latin America.</td>
<td><strong>3.02</strong> Identify people, symbols, events and documents associated with NC history.</td>
<td><strong>6.02</strong> Analyze the choices and opportunity cost involved in economic decisions.</td>
</tr>
<tr>
<td><strong>1.03</strong> Suggest some influences that location has on life in NC such as major cities, recreation areas, industry, and farms.</td>
<td><strong>2.03</strong> Describe the similarities and differences among people of NC, past and present.</td>
<td><strong>3.03</strong> Examine the Lost Colony and explain its importance in the settlement of NC.</td>
<td><strong>6.03</strong> Categorize the state’s resources as natural, human, or capital.</td>
</tr>
<tr>
<td><strong>1.04</strong> Evaluate ways the people of NC used, modified, and adapted to the physical environment, past and present.</td>
<td><strong>2.04</strong> Describe how different ethnic groups have influenced culture, customs, and history of NC.</td>
<td><strong>3.04</strong> Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.</td>
<td><strong>6.04</strong> Assess how the state’s natural resources are being used.</td>
</tr>
<tr>
<td><strong>1.05</strong> Assess human movement as it relates to the physical environment.</td>
<td></td>
<td><strong>3.05</strong> Describe the political and social history of colonial NC and analyze its influence on the state today.</td>
<td><strong>6.05</strong> Recognize that money can be used for spending, saving, and paying taxes.</td>
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<td><strong>6.06</strong> Analyze the relationship between government services and taxes.</td>
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<td><strong>6.07</strong> Describe the ways NC specializes in economic activity and the relationship between specialization and interdependence.</td>
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<td><strong>6.08</strong> Cite examples of interdependence in NC economy and evaluate the significance of economic relationships with other states and nations.</td>
</tr>
</tbody>
</table>
Key Vocabulary Words
<table>
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<th>WORD</th>
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<td>absolute location</td>
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<td>equator</td>
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<td>Appalachian Mountains</td>
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<td>frontier</td>
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<tr>
<td>barrier islands</td>
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<td>geography</td>
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Suggested Reading List
Suggested Readings

- THE NORTH CAROLINA COLONY, Haberle, Susan E.
- ENCYCLOPEDIA OF NORTH CAROLINA, Powell, William S.
- NORTH CAROLINA'S MOUNTAINS, PIEDMONT, AND COASTAL PLAIN IN SPANISH AND ENGLISH, Goldman, Phyllis
- A PRIMARY SOURCE HISTORY OF THE COLONY OF NORTH CAROLINA, Margulies, Phillip
- THE MYSTERY OF THE ROANOKE COLONY, Niz, Xavier
- CAPE HATTERAS LIGHT: The Tallest Lighthouse in the United States, Weintraub, Aileen
- THE APPALACHIANS, Maynard, Charles W.
- THE LIFE CYCLE OF A HONEYBEE, Kalman, Bobbie
- THOMAS DAY, African American Furniture Maker, Barfield, Rodney and Patricia Marshall
- SIR WALTER RALEIGH (In the Footsteps of Explorers) Ward, Nancy
- AFRICAN AMERICAN MUSICIANS, Tate, Eleanora
- AFRICAN AMERICANS IN EARLY NORTH CAROLINA: A Documentary History, Watson, Alan D
- THE CAROLINA PARAKEET: America’s Lost Parrot in Art and Memory, Weatherford, Carole
- NORTH CAROLINA’S ADVENTURES, MYSTERIES, LEGENDS, & GHOST STORIES, Goldman, Phyllis
- BLACKBEARD: THE PIRATE KING, Lewis
- GHOST STORIES OF NORTH CAROLINA, Thay, Edrick

Most of these titles are available through Broadfoot’s of Wendell, NC. Harcourt Leveled Readers, Time for Kids Reader, and more readings are listed in curriculum guide.
Assessments
Fourth Grade Social Studies Assessments

- Student Text - Interactive Text
- Harcourt Assessment Program
- Unit Tests
- Performance
- Writing

- Writing Rubrics
- Activity Rubrics
- Project Rubrics
- Social Studies Text Scavenger Hunt Answer Key
- Home to School Map Rubric
- Design a Holiday Rubric
Cooperative Learning Strategies
Cooperative Learning Strategies

Round Robin - Divide the class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the think time, members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

Numbered Heads Together – Divide the class into teams of four. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (example: two) and each student with that number in each group is asked to give the answer.

Jigsaw- Groups with four or five students are set up. Each group member is assigned some specific material to learn and then to teach to his/her group members. Students across the class work on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

Think-Pair-Share -This is a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor or read the assigned material independently. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with the whole group.

Some of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development. For resources and professional development information on Kagan Structures, please visit: www.KaganOnline.com
FACTS IN BRIEF ON NORTH CAROLINA
FACTS IN BRIEF ON NORTH CAROLINA

NOTE :: Various file formats are used on this page that may require download. If larger than 1mb, it will take longer to download. For instructions or more information, please visit our download page.
North Carolina Facts
(pdf, 1.5mb)

CONTENTS

• Introduction
  o Letter from June Atkinson
  o Letter from Howard Lee
  o Letter from Governor Easley
  o General Information about North Carolina
  o Symbols
    o Flag
    o Name and nicknames
    o Seal
    o Song
    o Toast

• Economy
  o Gross State Product
  o North Carolina Exports
  o Employment

• Education
  o Public Schools of NC
  o Community Colleges
  o Private Universities and Colleges
  o UNC System

• Government
  o State Government
    ▪ Governor Easley
    ▪ Governor Easley’s Cabinet
    ▪ North Carolina Council of State
  o Federal Government
  o Local Government
  o Military Installations

• History
  o NC Firsts
  o Highlights from History

• People
  o Populations
  o Sampling of Famous North Carolinians

• Physical Geography
  o Location
  o Landforms
  o Regions
    ▪ Coastal Plain
    ▪ Piedmont
    ▪ Mountains
- NC Maps
  - Recreation and Places to Visit
  - Web Resources
Suggested Transitional Materials
<table>
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<th>Geography</th>
<th>History</th>
<th>Economics</th>
<th>Civics</th>
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| K     | Community floor maps  
Globes  
Puzzle maps  
US and World maps  
Big books on geographic concepts  
Posting of cardinal directions  
Posters of continents and oceans  
Weather charts and materials  
Pictures of community helpers  
Modes of transportation posters  
Social Studies software  
Computer/lab | Culturally diverse pictures  
Historical, grade appropriate big books and teacher text  
Pledge of Allegiance  
US and NC flag  
Representations and videos of diverse holidays/celebrations  
Historical artifacts  
Various forms of communication | Examples of currency from various countries  
Cash register  
Play money  
Class store | Posters displaying manners  
Pledge of Allegiance  
Posting of class rules  
Posting of character traits  
Pictures of community helpers |
| 1     | Community floor maps  
Globes  
Puzzle maps  
US and World maps  
Big books on geographic concepts  
Posting of cardinal directions  
Posters of continents and oceans  
Weather charts and materials  
Pictures of community helpers  
Modes of transportation posters  
Social Studies software  
Computer/lab  
Materials on conservation of natural resources | Culturally diverse pictures  
Historical, grade appropriate big books and teacher text  
Pledge of Allegiance  
US and NC flag  
Representations and videos of diverse holidays/celebrations  
Historical artifacts  
Various forms of communication | Examples of currency from various countries  
Cash register  
Play money  
Class store  
Pictures of community jobs  
Listing of community services | Posters displaying manners  
Pledge of Allegiance  
Posting of class rules  
Posting of character traits  
Pictures of community helpers |
Social Studies Field Experience
# Suggested Social Studies Grade Level Field Trips

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<td></td>
<td>Diverse Ethnic Restaurants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Fairs/Festivals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mayor’s Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voting Polls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Include Community Service Project</td>
<td></td>
</tr>
</tbody>
</table>
Celebrating the Constitution
Celebrating the Constitution

President George W. Bush signed Public Law 108-447 on December 8, 2004 establishing September 17 as Constitution Day. This leaflet will assist you in locating materials for teaching the United States Constitution and its importance to elementary students.

Suggested Activities

Discuss the Bill of Rights then create a classroom Bill of Rights to post and refer to throughout the year.

Select a person from your school or community to read the preamble aloud over the public announcement system.

Create a large copy of the Constitution. Throughout the day, allow students to sign the Constitution. (This would be a great way to involve PTA/PTO by asking them to make the sign and organize the signing.)

Sing Patriotic songs such as “The Star Spangled Banner”, “America” or “God Bless the USA”

Hold a Constitution Bee, where interested students learn about the Constitution, the Constitution Convention, and its signers. Compete for the title of Constitution School Champion.

Create a wall or bulletin board of pictures or articles of people exercising the rights guaranteed them by the Constitution.

Ideas collected from [http://www.mobar.org/teach/constitution.htm](http://www.mobar.org/teach/constitution.htm)

Write a classroom or school version of the Constitution to adopt as your official document.

Adopt a service man or woman to send care packages once a month.

*Linda Frye: Cleveland County Schools*

Students trace and cut out their handprint in red or white. On these handprints, have them write ways they can be good citizens. Use these handprints to make a large flag with teachers writing statements on the stars.

*Melinda Shrewsbury: Kimberley Park Elementary, Winston Salem/Forsyth County*

Related Books

Check out your school or local library for these children’s books about the Constitution.
<table>
<thead>
<tr>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shh! We’re Writing the Constitution</strong> by Jean Fritz</td>
</tr>
<tr>
<td><strong>We the Kids: The Preamble to the Constitution of the United States</strong> by David Catrow</td>
</tr>
<tr>
<td><strong>Our Constitution (I Know America)</strong> by Linda Carlson Johnson</td>
</tr>
<tr>
<td><strong>The U.S. Constitution and You</strong> by Syl Sobel</td>
</tr>
<tr>
<td><strong>More Perfect Union</strong> by Betsy Maestro</td>
</tr>
<tr>
<td><strong>Drafting the Constitution: Weighing Evidence to Draw Sound Conclusions</strong> by Kristin Eck</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Web Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.constitutionday.us/">http://www.constitutionday.us/</a></td>
</tr>
<tr>
<td><a href="http://www.whitehouse.gov/kids/constitution">www.whitehouse.gov/kids/constitution</a></td>
</tr>
<tr>
<td><a href="http://www.usconstitution.net,constkidsK.html">www.usconstitution.net,constkidsK.html</a></td>
</tr>
<tr>
<td><a href="http://www.teachfirstamendment.org">www.teachfirstamendment.org</a></td>
</tr>
</tbody>
</table>
Resources

Activities

Games

Lessons

Units

Writing
Harcourt Fourth Grade Social Studies
Guide for Writing an Essay

The essay should start with an introductory paragraph. This paragraph could be an anecdote, description, striking statistic, or a fact that will lead to the thesis.

The next three body paragraphs should have a topic sentence and supporting ideas, but the three paragraphs should work together to prove the thesis.

One good way to conclude the essay is to begin the last paragraph with a statement that reflects on what has been stated and proved, without repeating it exactly. Briefly restate the key points to remind the reader how the thesis was proved. The conclusion should end with a statement that leaves a strong impression.
<table>
<thead>
<tr>
<th>Essay Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> 1st Paragraph</td>
</tr>
<tr>
<td><strong>Body:</strong> 2nd Paragraph</td>
</tr>
<tr>
<td><strong>Body:</strong> 3rd Paragraph</td>
</tr>
<tr>
<td><strong>Body:</strong> 4th Paragraph</td>
</tr>
<tr>
<td><strong>Conclusion:</strong> 5th Paragraph</td>
</tr>
</tbody>
</table>

*Created by Elizabeth Floyd, Tanglewood Elementary*
Harcourt Social Studies
Newspaper Article Format

Headline


Other Details
The students will discover key segments, people and places that were instrumental in the passage of laws ending segregation during the Civil Rights era (i.e. the Civil Rights Movement) using a Jeopardy-type game. The program PowerPoint will be used as the board. The students are encouraged to form their answers in the form of a question, just like the popular TV show. The topics will range from 10 to 50 points. Martin Luther King, Jr. People Vocabulary Civil Rights Potpourri Events

Using this PowerPoint game make sure that you click the small icon of the teacher in the right hand corner after each question and answer, she will take you back to the main board where you will choose the next category. To reveal the answer just click or press enter. Make sure you click the teacher in the bottom right corner…she will take you back to the main board.

Please take a few minutes to explore the game before you release this on your students. I hope that it can be a great addition to your Black History/African American History curriculum.

The students will find out about people, places and events that led up to, during and after the Civil Rights Movement that shaped the culture of our county and more specifically North Carolina.

3rd Grade Competency Goal 7 The learner will analyze the role of real and fictional heroes in shaping the culture of communities.

4th Grade Competency Goal 2 The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.
CLASSROOM TIME REQUIRED
Since this is set up as a game, you may decide to play this in one 45 minute class block. If you would like to center a lesson around the key events, then this lesson could take two to four, 45 minute class blocks. It is completely up to you. This lesson plan is very flexible.

MATERIALS NEEDED
As a starter only but not limited to these…A book that I would suggest as a companion to this lesson would be The Day Martin Luther King, Jr. was Shot by James Haskins (ISBN 0833583018); the video entitled Our Friend Martin, A Magical Movie Adventure Inspired by the Life of Martin Luther King, Jr. (CBS FOX video www.ourfriendmartin.com); and The Children’s March (available through www.tolerance.org). These sources deal with the Civil Rights Movement on a level that children can understand.

Blank Main Board can be used as a score board if you are playing teams. Use this sheet as you need to and make as many copies as are needed.

TECHNOLOGY RESOURCES NEEDED
Technology needed: LCD projector, one laptop or desktop computer for the teacher to project the game for the whole class, internet connection on the computer, PowerPoint, and VCR or DVD player if you choose to show the movie.

PRE-ACTIVITIES
Watch the video entitled Civil Rights, A Long Road To Freedom,

Please introduce the vocabulary- not just the vocabulary associated with this game You know how there are things in history you just want your students to know? Well, this is just that type of lesson. This may be used as a Black History (African American History) Month intro lesson or “outro” ending lesson. Flashing the questions on the screen as a discussion just to see what your class knows about a particular subject.

ACTIVITIES
1. Decide if you will play this as groups or whole class.
2. Remind the students to answer in the form of a question. Example: This civil rights activist was assassinated while standing on the balcony of the Lorraine Hotel in Memphis, Tennessee. Response: Who was Dr. Martin Luther King, Jr.?
3. Get ready, set, go…

ASSESSMENT/ALTERNATIVE ASSESSMENTS
There are no formal or alternative assessment associated with this Jeopardy game. However, you can give this as a test- flash the “questions” on the screen
one at a time allowing time to answer.

MODIFICATIONS
This game could be set up on a computer in a center type setting for two or three students.

CRITICAL VOCABULARY
Introduce this vocabulary to your students prior to the lesson so that you are speaking the same language while interacting with this lesson.

A section of the game portion deals with this vocabulary. You can also discuss other ways that you can define these words.

- **segregate** - to keep apart, not letting the races participate in activities together
- **Civil Rights** - personal rights guaranteed and protected by the Constitution.
- **Civil Rights Movement** - events that took place in the late 1950’s through early 1970’s that promoted racial equality.
- **Hero** - a person who you can look up to; someone you can pattern your life after.
- **discrimination** - treating someone unfairly based on the things that they cannot control
- **boycott** - refusing to participate in an activity because you think it is unfair
- **freedom** - liberty from slavery

RELATED WEBSITES
Websites to visit:
- [http://www.bcri.org/index.html](http://www.bcri.org/index.html)
- [http://www.42explore2.com/civilrights.htm](http://www.42explore2.com/civilrights.htm)

COMMENTS
If any of the things I suggested do not work for you please feel free to adapt it anyway that works for you and your class. Every class is different so what works well with mine may not work well with yours. Above all please have a great time teaching and sharing important knowledge and events with your students.  

_HSK_
Dear 4th grader,

PLEASE TAKE THE TIME AND REALLY READ THIS- REALLY!

After reading about the origins of three of your favorite American holidays at this site [http://www.usa.gov/citizens/holidays.shtml](http://www.usa.gov/citizens/holidays.shtml), as a group of at least four (4), I want you to design a holiday of your very own!

Tell me why this holiday is in existence (why did you pick it as a holiday), explain how it is to be celebrated, do I have to dress up, dress down, wear a costume, etc…; explain your holiday as FULLY as you can.

Follow this type of pattern but add your creativity. Your holiday will be as complete as our (American) Thanksgiving or Christmas. Your holiday must be named. Your holiday must have a season, an animal and symbol that is associated with it, your holiday must be centered on a theme, must highlight specific foods, and could it be celebrated in other countries (if yes, how could it be adapted per culture). And so on...

Have fun with this activity. Remember to be creative, inventive, resourceful, imaginative, and inspired! Check out the example and rubric below!

Here is an example:

**Thanksgiving**: celebrated in autumn (fall); the turkey and cornucopia are the animal and symbol associated with it; the theme for Thanksgiving is family, giving thanks and honoring God for His bounty; the foods are turkey, ham, dressing, green beans, collards, mac and cheese, rolls, tea, pies (apple, sweet potato, pumpkin), and etc…yes Thanksgiving is celebrated in other countries…….HSK

**Rubric Points**:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td></td>
</tr>
<tr>
<td>Detailed, clearly though out, logical progression of events, easily implemented, defends position</td>
<td>defends position with details, progresses with at least one questionable gap</td>
<td>parts are easily implemented, position somewhat clear</td>
<td>attempt to design a holiday, position not clear, no easily implemented</td>
<td></td>
</tr>
</tbody>
</table>
HSK North Carolina Symbols Word Search

BASS  BIRD  CARDINAL  DOGWOOD  FISH  HONEY  KNUCKLES  MILK  POTATO  ROCK  SQUIRREL  SYMBOLS
BEE  BONNET  CAROLINA  EASTERN  FLOWER  HOUND  LUMBERTON  NORTH  REPTILE  SHAD  STONE  TREE  BEVERAGE
BOX  DOG  EMERALD  GRANITE  INSECT  MAMMAL  PINE  ROBESON  SHELL  SWEET  TURTLE  VEGETABLE
1. The *Introduction* section of your text book lists the 5 themes of geography on pages I 2 & I 3. What are they?

2. Page I 8 in the *Introduction* of your text book shows a United States map. Listed on the map is a map key or legend. What is a map key or legend?

3. Page I 9 in the *Introduction* of your text book defines a compass rose as a marker that shows the four cardinal directions. What are the four cardinal directions?

4. Read pages 178 and 179 to find out how many Presidents of the United States were born in North Carolina? Who were they?

5. The *Glossary* is listed in the *Reference* section in the back of your text book. On what pages will you find the Glossary?

6. Define ‘patriotism’ as listed on page 192.

7. Read page 181 to find the name of the University of North Carolina at Pembroke when it first opened and the name of one of the founders?

8. Read page 92 to find out who Harriet Jacobs was and what her accomplishments were.

9. Read page 142 to find out about the Tar Heel Junior Historian Association. What is this association?

10. What are the people doing in the picture on page 107?
1. The 5 themes of geography are Location, Place, Regions, Movement, and Human-Environment Interactions.

2. A map key or legend explains the symbols used on a map.

3. The four cardinal directions are north, south, east, and west.

4. Three Presidents of the United States were born in North Carolina. They were Andrew Jackson, James Knox Polk, and Andrew Johnson.

5. You will find the Glossary section of your Social Studies book on pages R2-R8.

6. Patriotism is the love of one’s country.

7. The name of the University of North Carolina when it first opened was “The Croatan Indian Normal School” One of the founders was William Luther Moore.

8. Harriet Jacobs was born in slavery, escaped to Philadelphia, and later moved to New York. She wrote a book about her life as a slave, and set up a school in Virginia for African Americans.

9. The Tar Heel Junior Historian Association is a history association based in the North Carolina Museum of History. It is open to 4th through 8th grade students who belong to history clubs.

10. The people on page 107 are waiting in long lines for soup and bread during the Great Depression.
**North Carolina History Scavenger Hunt Directions:**

Using your book, see if you can find the items listed below. Do not help anyone.
Do this alone and be the first to finish this activity within the time allowed!! ☺️ *HSK*

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Governor and Lt. Governor</td>
<td></td>
</tr>
<tr>
<td>Year NC Entered the Union</td>
<td></td>
</tr>
<tr>
<td>Motto</td>
<td></td>
</tr>
<tr>
<td>Nickname</td>
<td></td>
</tr>
<tr>
<td>Flower</td>
<td></td>
</tr>
<tr>
<td>Bird</td>
<td></td>
</tr>
<tr>
<td>Song</td>
<td></td>
</tr>
<tr>
<td>Sports Teams</td>
<td></td>
</tr>
<tr>
<td>Origin of Name</td>
<td></td>
</tr>
<tr>
<td>Major Industries</td>
<td></td>
</tr>
<tr>
<td>Historical Sites</td>
<td></td>
</tr>
<tr>
<td>Points of Interest</td>
<td></td>
</tr>
<tr>
<td>Bordering States</td>
<td></td>
</tr>
<tr>
<td>Describe what the Flag looks like</td>
<td></td>
</tr>
<tr>
<td>Name 5 famous people from NC</td>
<td></td>
</tr>
<tr>
<td>Name at least 2 Presidents who are from NC</td>
<td></td>
</tr>
<tr>
<td>Name 10 NC counties</td>
<td></td>
</tr>
</tbody>
</table>
Rubrics
**Home to School Map Rubric**

**Relative Location**

**Project:** Student Drawn Map

<table>
<thead>
<tr>
<th>My Checklist</th>
<th>Teacher Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 points)</td>
<td>1. Title at top of map (example: Mrs.G’s Home to School Map)</td>
</tr>
<tr>
<td></td>
<td>(15 points) 2. Map is drawn and colored neatly</td>
</tr>
<tr>
<td></td>
<td>(25 points) 3. All roads are clearly labeled</td>
</tr>
<tr>
<td></td>
<td>(25 points) 4. At least 3 landmarks are included and labeled</td>
</tr>
<tr>
<td></td>
<td>(15 points) 5. Map Key included</td>
</tr>
<tr>
<td></td>
<td>(10 points) 5. This Rubric returned with project</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
</tr>
</tbody>
</table>

**Drawn Map** ________

**Presentation of Map** ________

*Each of the 2 grades will be reduced one letter grade for each day turned in late.*

**Grade Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>85-92</td>
<td>B</td>
</tr>
<tr>
<td>77-84</td>
<td>C</td>
</tr>
<tr>
<td>69-76</td>
<td>D</td>
</tr>
<tr>
<td>Below 69</td>
<td>F</td>
</tr>
</tbody>
</table>

**Extended Activity:**

**Written Directions:** Students will write the directions of their Home to School Map and answer the questions for paragraphs two and three.

**Title:** This should be the same as on your map and written on the top line of your paper.

**Paragraph one:** Give written directions to school from your home. Include landmarks, any buildings, and road names. **10 points**

**Paragraph two:** Explain how living near the Atlantic Ocean and the Appalachian Mountains affects our way of life here in Robeson County? **30 points**

**Paragraph three:** Tell what makes living in Robeson county special to you. **20 points**

**Grammar:** Correct Spelling, paragraph form and punctuation. **20 points**

**Social Studies Objectives:** 1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina. Objective 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

Rubric created by Janice B. Gardner 8/18/04 (modified 7/2008)
Survey
Dear Social Studies Teacher,

Thank you for your usage of the Public Schools of Robeson County’s Social Studies Resource Handbook. We would like to hear from you. Please complete the information below and return to: Jackie Sherrod, Public Schools of Robeson County, P O Box 2909, Lumberton, NC 28359. **Due December 1, 2008 for High Schools and May 1, 2009, for K-8 schools.**

1. **Has this handbook been helpful to you in your planning for instruction?**
   - Yes
   - No
   Please explain ____________________________________________

2. **Please identify the information that was of least value?**
   Why? ____________________________________________________

3. **What information was of the most value to you while using this handbook?**
   _________________________________________________________

4. **What area needs to be improved?**
   Timeline________ Strategies_______ Vocabulary__________
   H.S/Regular_______ H.S./Honors________

5. **Please add additional comments in order to better serve you.**
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

Name_____________________________________________________________________

School_________________________________________________________________

Grade/Subject_____________________________________________________________________
