

Day 1

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

Engage: Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"



Day 2

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart/visual from previous lesson, image of the Constitution

Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.

Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.



Day 3

Essential question: What are the similarities and differences in the rules and expectations of your family and school?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: Class Constitution, image of Constitution

Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a “Class Constitution” with plenty of room for students to sign it.

Engage: Display image of the Constitution, focus on signatures of the Framers:

http://www.archives.gov/exhibits/charters/constitution_zoom_4.html

Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain the need for signatures on forms giving consent, signing receipts is an agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days’ lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?



Day 4

Essential Question: How do people find where they live?

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)

Materials needed: computer, projector, PowerPoint (curriculum resource page and BV Social Studies Weebly – <http://bvsocialstudies.weebly.com>)

Lesson adapted from National Geographic Education – materials can be accessed here: http://education.nationalgeographic.com/education/activity/cardinal-directions-and-maps/?ar_a=1

Engage: Read aloud the poem about cardinal directions, “Geese on the Go.”

Explain: Draw a compass rose on the board. Ask if anyone knows what this symbol represents. Explain that a compass rose is a symbol that shows directions on a map.

Explore: Project the map, *The World*. Ask a volunteer to point to the compass rose and name the letters around it. Explain the, “N”, “S”, “E”, & “W.” Explain how this map shows the world. Earth is made up of large bodies of land and water. Ask students:

- What is farthest south on this map? (Antarctica)
- Which continent is to the north of South America? (North America)
- Which continent is to the east of Europe? (Asia)
- Which continent is to the west of Australia? (Africa)
- What is all the way to the west on this map? (the Pacific Ocean)
- Which ocean is east of Africa? (Indian)
- Which ocean is north of all the continents? (Arctic)

Evaluate: Project the “Using a Compass Rose” worksheet. Have them jot down answers. Work through the questions and answers together as a class.



Day 5

Essential Question: How do people find where they live?

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)

Materials needed: access to internet, ability to project, latitude and longitude diagrams, one page map maker of the United States, and Earth's Grid System worksheet from *National Geographic Education Latitude and Longitude Puzzle Lesson* (can be accessed from website or materials can be located on PowerPoint in curriculum resource page or on BV Social Studies Weebly – <http://bvsocialstudies.weebly.com>)

Lesson adapted from:

http://education.nationalgeographic.com/education/activity/latitude-longitude-puzzle/?ar_a=1

Engage: Review latitude and longitude. Ask students to share anything they already know about latitude and longitude. Remind students that cartographers long ago created a system of imaginary gridlines for the whole globe. The grid lines are called latitude and longitude and are measured in degrees. Project the *Lines of Latitude* diagram and invite a volunteer to point out the Equator.

Ask students to discuss the following:

- What's the number next to this line? Explain that locations along this line all the way around the globe are at 0 degrees latitude. Lines of latitude measure the distance north or south of the Equator. Point out the lines to the north, labeled with an "N."
- Which of these lines of latitude do you think are in the northern hemisphere?
- Which are in the southern hemisphere?

Project the *Lines of Longitude* diagram. Ask students to name the location of the prime meridian (0 degrees). The lines of longitude show locations to the east or west of the prime meridian.

Explain: Name locations on a map of the United States. Give each student a printed copy of the MapMaker 1-Page Map of the United States. Ask students:

- Which lines are lines of latitude?
- Which are lines of longitude?

Have students find New Orleans, Louisiana on their maps.

Ask students:

- How could we name the location of this city using *lat/long*—short for latitude and longitude? Have students move a finger along the lines at the point of the city to the margins and explain that it is at 30 degrees N latitude and 90 degrees W longitude. This pair of numbers is called the location's coordinates. Explain that some sites will not be so close to lines of latitude or longitude, so we estimate



based on distance to the lines. For example, Denver, Colorado, is at 40 degrees N, 105 degrees W. The longitude measurement is about halfway between 100 and 110 degrees W.

- For what other places can we name the location using lat/long on this map? Give students an opportunity to work in pairs to select 2-3 sites and identify the lat/long for them. Tell students to set the map of the United States aside—they will use it again later.

Explore: Practice using latitude and longitude.

Give each student a copy of the worksheet Earth's Grid System. Point out to students that the locations of latitude and longitude on the worksheet map are the same for any map or globe. Have them find Albuquerque, New Mexico on the worksheet.

Ask:

- Along what line of latitude is Albuquerque? (35 degrees N)
- Which two lines of longitude is it between? (105 degrees W and 110 degrees W)
- What degree longitude do you think it is, between 105 and 110? (It's in the middle but closer to 105, so about 107 degrees W.)

Next, look at the MapMaker Interactive (go to

http://education.nationalgeographic.com/education/mapping/outline-map/?map=USA&ar_a=1) together as a class, and zoom in to find Albuquerque.

Change the units of measure to decimals at bottom left. Put the cursor on Albuquerque and show students the lat/long measurement at the bottom left.

Ask students:

- Is it close to 35 degrees N, 107 degrees W? Explain that information on maps that we use on computers and global positioning systems (GPS) is all organized by lat/long. Depending on students' math level, have them round the decimals to whole numbers or use the decimals.

Have students complete the worksheet Earth's Grid System to practice finding locations using lat/long measurements.

Evaluate: Check for understanding by reviewing the answers to Earth's Grid System together as a class.



Day 6

Essential Question: How do people find where they live?

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)

Materials needed: *A Summer Day* hand out, printed one page map of the United States (use previous day's lesson). Materials can be accessed from National Geographic Education website or materials can be located on 4th Grade PowerPoint in curriculum resource page or on BV Social Studies Weebly – <http://bvsocialstudies.weebly.com>).

Lesson adapted from:

http://education.nationalgeographic.com/education/activity/latitude-longitude-temperature/?ar_a=1

Elaborate: Latitude and Longitude Puzzle

Explain that students will be using lat/long and some clues to solve a puzzle. Give each student a copy of the handout, *A Summer Day*, and have them retrieve the map of the United States from previous day's lesson. Provide time for students to complete the hand out.

When students have identified the coordinates, completed their research, and identified the state they think is described in the passage, regroup as a whole class. First, focus on the coordinates that do not match the place characteristics in the paragraphs. Ask students for their ideas.

- A: Arizona—Students may respond that maple and oak trees are not common in Arizona.
- B: Montana—Students may respond that corn is not common in Montana.
- D: Florida—Students may respond that the air would probably not be cool in summer in south Florida, and there would be little need to stack firewood.
- C: Both physical and cultural characteristics of Wisconsin fit the description. Explain that it is important to know where places are, but also to understand what those places are like.

Evaluate: Create a Map Puzzle

Have students use the provided MapMaker 1-Page Map of the United States lat/long to create a similar puzzle. Have students identify three locations and write coordinates for each. Then have them use atlases and other resources to create three clues that describe one of those locations. Collect and check the puzzles for accuracy and understanding.



Day 7

Essential Question: How do people find where they live?

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)

Materials needed: US Maps: physical (Transparency 2A), elevation (Transparency 2B), rainfall (Transparency 2C), & population density (Transparency 2D). Copies of these maps and worksheets can be made from the 4th Grade PowerPoint located on the curriculum resource page or [BV Social Studies Weebly](#). They can also be accessed directly from curriculum resource page. Note: most likely you will project most of them.

Lesson adapted from: *Social Studies Alive! Regions of the United States*, Lesson 2.

Explore: Geography Challenges

1. Geography Challenge 2A: Basic Map Skills (all class)
 - a. Project Transparency 2A and use question cards from Student Handout 2A
2. Geography Challenge 2B: Reading Specialty Maps (all class)
 - a. Project Transparency 2B and use question cards from Student Handout 2B
3. Geography Challenge 2C: Annual Rainfall Map (all class)
 - a. Project Transparency 2C and have students show...
 - i. Area that receives less than 16 inches of rain per year (orange)
 - ii. Area that receives more than 96 inches of rain per year (green)
 - iii. Area that receives between 32 and 64 inches of rain per year (light green)
4. Geography Challenge 2D: Population Density Map (all class)
 - a. Project Transparency 2D and have students show...
 - i. Area where fewer than 10 people per square mile live (light yellow)
 - ii. Area where more than 250 people per square mile live (purple)
 - iii. Area where between 50 and 250 people per square mile live (dark orange)

Elaborate: Provide time for students to exchange their puzzles from previous day's lesson (Day 6) for additional practice with latitude and longitude.



Day 8

Essential Question: Why do people choose to live where they live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision makers? (1.2)

Materials needed: “Tour the States” video clip (<http://safeshare.tv/w/MiPEudcQBs>), maps of the United States (see 4th Grade PowerPoint on Curriculum Resource Page or BV Social Studies Weebly), and notecards with names of the states on them (one state per notecard)

Engage: Watch “Tour the States” video clip. Discuss as a class: Why do you think people choose to live where they do? Chart student responses (note: many student responses will not be based on geography. People live where they do based on family, job, etc.).

Explore: Analyzing maps of the United States

Place students into small group (approximately 4 people per group). Give each group a set of maps to look at and discuss why people might choose to live in different areas of the United States.

Evaluate: Give each group a card with a name of a state on it. Ask students to explore the state on the maps and determine why someone might choose to live there. Repeat with different states (time permitting).



Day 9

Essential Question: Why do people choose to live where they live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision makers? (1.2)

Materials needed: maps of the United States and notecards from Day 8's lesson

Engage: Hold up state notecards and maps. Ask students to describe what they did with the maps and notecards yesterday. Place students back in their groups. Ask them to review with their group what they discussed yesterday regarding why people might choose to live in different areas of the United States.

Explain: Class discussion. Have students explain the ideas they came up with in their groups about people choosing the place to live. Guide the conversation to if their ideas can be categorized in any way.

Note: as students share, check for understanding of their map skills. Do they know what legends, symbols, etc. mean on the maps they were analyzing?

Explain: Use information that one student shared to become a class example. Ask the question, "Why do people choose to live where they live?" and model how to write a response using evidence (informative text). Note: may need to repeat exercise depending on students' understanding levels.



Day 10

Essential Question: Why do people choose to live where they live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision makers? (1.2)

Materials needed: maps of the United States from Day 8's lesson

Elaborate/Evaluate: Ask the students (individually) to determine a place they would like to live other than Kansas based on its geography. Have them use the maps to determine three reasons they would choose to live there based on three of the maps and write their informative text to explain their reasoning. Share the rubric with the students.

Divide the students into three or four large groups. Students will share their ideal living area by using the maps and their informative text with the group.

Walk between groups to listen to the students and use the rubric to evaluate their understanding.

RUBRIC	3	2	1
Map Skills	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with little to no help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with some help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with significant assistance.
Written Communication Skills	Create informative text to examine a topic and clearly convey information or ideas about the topic.	Create informative text to examine a topic and convey information or ideas about a topic with some help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with significant assistance.
Cross- Disciplinary Skill	Follow agreed upon rules of discussion with little to no reminders.	Follow agreed upon rules of discussion with some reminders.	Follow agreed upon rules of discussion with many reminders.

