



Marietta City Schools

District Unit Planner

Grade 4 Social Studies

Theme	<i>Unit 3 Government Ideals</i>	Unit duration (Days)	<i>5 - 10 Days</i>
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GSE Standards

SS4CG1 Describe the meaning of:

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights.

b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791

Teacher note: we will not study the branches of government in this unit/ SS4GC3a will be studied in *Challenges of the New Nation*

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
9. construct charts and tables
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
17. interpret political cartoons

Themes and Enduring Understandings:

Conflict and Change: The student will understand that conflict causes change.

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions

Essential Questions

Factual—

What conflicts in beliefs led to the inclusion of the Bill of Rights in our Constitution?
 What conflicts in beliefs led to the inclusion of the Bill of Rights in our Constitution?
 What does “fair” mean to you?
 Why did the framers of our Constitution feel the need for the Preamble?
 What beliefs led to the inclusion of the Bill of Rights?

Inferential—

How might society be different if we did not have the Bill of Rights?
 How are a society’s beliefs and ideals used to determine what is “fair”?
 Are the rules you must follow fair?
 How do you think their experiences with King George III influenced the content of the Preamble?

Critical Thinking-

How do the beliefs and ideals of others affect you?
 How do your own beliefs and ideals affect the decisions you make?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

Rights
 Natural
 Framers
 Pursuit
 Political Cartoon
 Ideals
 Declaration

Bill of Rights
 Constitution
 Amendment
 Natural Rights: Life, Liberty, Happiness
 King George, III
 Explain the rights in the Bill of Rights Limits on government power: why included in Constitution

Assessments

Summative Assessment(s):

Government Ideals Blueprint and Key

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

1. [The Bill of Rights and Me](#)

Students read and discuss information about the Bill of Rights, then create a collage, illustration, PowerPoint, or written response to the question, “Why is the Bill of Rights important today?” Products will include a sentence or short paragraph explaining the product and the importance of the Bill of Rights.

Standards:

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791

2. [DBQ- Would you have signed?](#)

Students write an argument with cited evidence answering the question: *Would you have signed the Constitution?*

Standards:

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791

3. DBQ: Which ideal in the Declaration of Independence is most important?

After learning about the foundation and meaning of the Declaration of Independence, students answer the question: *Which ideal in the Declaration of Independence is most important?*

Standards:

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

Objective or Content	Learning Experiences	Differentiation Considerations
<p>Teacher Resources These resources are intended to support teachers with background information</p>	<p>Parent Information Letter- edit for school specific information</p> <p>Teacher Notes for this unit</p> <p>Additional unit information may be found at the GADOE GPS Landing Page</p>	<p>N/A</p>
<p>SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>SS4CG3 Describe the structure of government and the Bill of Rights. b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791</p>	<p>DBQ- Would you have signed? (Student Document)</p> <p>Q1 DBQ Option 1 Support and Teaching Materials (Lesson outline and additional materials)</p> <p>Students investigate the reasons for and purpose of The Bill of Rights through document analysis. Then, write an argument with cited evidence answering the question: <i>Would you have signed the Constitution?</i></p> <p>A DBQ is a multi-Day inquiry lesson. This DBQ introduces students to the structure of the US government structure and can teach Bill of Rights. For support with the DBQ, reach out to your academic coach or the SS Coordinator.</p>	<p>Preview Vocabulary prior to teaching. Read aloud and/or analyze documents in small groups. Provide sentence starters for writing. Model document analysis steps.</p>
<p>SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>	<p>It's Only Natural Students will explore the concept of Natural Rights and understand why these rights are important in the American system of government. This lesson has two parts that may be done over multiple days.</p>	<p>Provide a word list as needed. Group students homogeneously to allow for small group/guided instruction. Assign the included read aloud to students who need support with reading.</p>
<p>SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</p>	<p>The First Amendment Students will continue learning how to apply skills necessary to analyze a political cartoon about the First Amendment.</p>	<p>Purposeful grouping and/or assignment of cartoons. Review and practice analyzing political cartoons using those previously studied.</p>
<p>SS4CG3 Describe the structure of government and the Bill of Rights.</p>	<p>Why We Have the Bill of Rights This is a two day lesson that supports student understanding of how the Bill of Rights balances power and protects citizens.</p>	<p>Provide examples to support understanding. Discuss key vocabulary. Break-down the language of the Bill of Rights</p>

<p>b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791</p>		<p>into “kid friendly” terms.</p>
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Recommended High Quality Complex Texts

A More Perfect Union: The Story of Our Constitution by Betsy & Giulio Maestro
How the U.S. Government Works by Syl Sobel
We Live Here Too – Kids Talk About Good Citizenship by Nancy Loewen
If Everybody Did by Jo Ann Stover
The Journey of the One and Only Declaration of Independence by Judith St. George
Documents of Freedom: A Look at the Declaration of Independence, the Bill of Rights, and the The US Constitution by Norman Pearl

Discovery Education Videos
[TLC Elementary School DE Series](#) Use sections for this unit
[Liberty Kids: We The People](#)