EVIDENCE OF UNDERSTANDING

4TH GRADE SOCIAL STUDIES

OKLAHOMA
LIBRARY OF DIGITAL RESOURCES

The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:

Thank you to the following educators for their work in curating digital resources:

Anne Beck, OSSBA
Allison Biederstadt, Maryetta Public Schools
Erin Farnan Carpenter, Norman Public Schools
Joy Filer, Putnam City Public Schools
Tonya Gaunt, Clinton Public Schools
Heather Goodenough, Broken Arrow Public Schools
Todd Gragg, Mid-Del Public Schools
Michelle Hilterbran, Clinton Public Schools
Samantha Hughes, Putnam City Public Schools
Becky Lockler, El Reno Public Schools
Michelle Mooney, Merritt Public Schools
Tasha Jefferson, Clinton Public Schools
Jamie Johnson, Norman Public Schools
Tracey Roberson, Lawton Public Schools
Abby Tanner, Broken Arrow Public Schools
Danielle Taylor, Mid-Del Public Schools
Kara Walk, Putnam City Public Schools
Rachelle Watson, Shawnee Public Schools
Paul Williams, Lawton Public Schools

GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:
- Resources are now an Open Education Resource (OER) "book" format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students' mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. This is a major change.
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK

The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.

Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just "skim the surface" learning.

Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the "supplies box."

In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SELF GOVERNMENT

DEMOCRACY & REPRESENTATIVE GOVERNMENT

4.1.1 Describe the concepts of democracy and representative government, including the rule of law, equality, the common good, and individual rights.

   A. Explain the concept of civic responsibilities, including respect for the law, the necessity for compromise, civic participation, and public service.

   B. Understand the necessity of respect for diversity of the individual and diversity of groups comprising American society.

Evidence of Understanding

Students will describe concepts of democracy and representative government.

OSSBA-OKLDR

Digital Tools

- Video Conference - <u>Skype</u>, <u>Google Hangout</u>, <u>Zoom</u>

- *Video Editor-* <u>Clips,</u> <u>WeVideo</u>, <u>Do-Ink,</u> <u>iMovie</u>, <u>Loom</u>

- Digital Camera

In Practice

- Students will engage in a digital field trip to visit a courtroom and/or video conference with elected officials and judges. Students will ask questions and learn about the judicial process.

- Students will prepare for a mock trial based on "The Three Little Pigs" and "The True Story of the Three Little Pigs".

- Students will use MakerSpace materials, such as sticks, cardboard, foam block, straws, legos, to create "evidence" for the plaintiff and/or defendant.

- Students will use electronic devices and apps to document evidence.

- Students will engage in a mock trial based on "The Three Little Pigs" and "The True Story of the Three Little Pigs".

POWERS OF GOVERNMENT

4.1.2 Compare powers exercised by the local, state, and national levels of governments, recognizing tribal sovereignty as a tribal nation's inherent right to self-govern.

Evidence of Understanding

Students will be able to understand and explain levels of government and sovereign nations.

Digital Resources

- Graphic Design - <u>Pic Collage</u>, <u>Adobe Spark, Canva</u>, <u>piktochart</u>

- *Digital Portfolio* - <u>Seesaw</u>, <u>Book Creator</u>

In Practice

- Students will illustrate their understanding of the hierarchy of governments using a graphic design app.

- Students will upload their graphic design and voice over to explain their understanding of levels of government.

CITIZEN RESPONSIBILITY

4.1.3 Summarize the role of citizens as responsible stewards of natural resources and the environment.

A. Describe the benefits of participation in recycling and anti-littering activities.

B. Identify present-day examples to conserve natural resources and the development of alternative, sustainable energy sources.

Evidence of Understanding:

Students will identify recycling and conservation activities and efforts and their importance to our natural resources and environment.

Digital Resources

- *Video Editor -* <u>Clips,</u> <u>WeVideo</u>, <u>Do-Ink,</u> <u>iMovie</u>, <u>Loom</u>
- *Podcast -* <u>Opinion</u>, <u>Anchor</u>, <u>Voice Record Pro App</u>
- *Comic -* <u>PowToon,</u> <u>ComicLife3</u>, <u>StoryboardThat</u>
- *Online Database -* <u>EBSCO,</u> <u>Encyclopedia Britannica</u>, <u>Pebble Go Next</u>

In Practice

- Students will use an online database to research conservation and alternative energy sources.
- Students will divide into groups and create a Public Service Announcement podcast, comic, or video to illustrate a way that people can reduce, reuse, recycle, or an alternative energy source.

PHYSICAL GEOGRAPHY

MAPS

4.2.1 Use maps and other geographic representations (such as globes and graphs), tools, and technologies to acquire, process, and report information from a spatial perspective.

A. Use and describe various elements of maps, including keys/legends, scale, cardinal, and intermediate directions.

B. Interpret aerial photographs, satellite images and thematic maps to locate and identify physical and human features of the United States and North America.

C. Use latitude and longitude to identify the location of physical and human features of the United States.

Evidence of Understanding

Students will be able to interpret and use various types of maps in order to acquire information and identify locations.

Digital Resources

- *Student Response -* Kahoot!

- Graphic Design App - Pic Collage, Adobe Spark, Canva, Piktochart

In Practice

- Students will use a graphic design app to create a map legend that describes the features of a variety of maps (i.e. physical, political, product, topographic).

- Students will create questions about their map and legend using a student response game.

- Other groups of students will play the student response game using the map legend in order to test its usefulness.

PHYSICAL FEATURES

4.2.2 Identify major physical features in the United States and analyze how physical processes shape places.

    A. Identify and describe the physical characteristics of places, including the major landforms, bodies of water, vegetation and climates in the United States.

    B. Describe the location and characteristics of the major ecosystems in the United States.

Evidence of Understanding

Students will identify and describe the physical characteristics of places and major ecosystems in the United States.

Digital Resources

- *Presentation -* Keynote, Google Slides, Microsoft PowerPoint

- *Video Editor-* Clips, WeVideo, Do-Ink, iMovie, Loom

- *Creative Expression -* Chatterpix, Canva

- *Online Database -* EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Photo Library -* Pics4Learning, Photos 4 Class

In Practice

- Students will choose a state and research its characteristics, ecosystems, and landforms using online databases.

- Students will create a persuasive travel brochure and/or digital presentation for their state including landforms, vegetation, climate, bodies of water, and points of interest.

- Students will share presentations with peers and try to persuade them to "visit"

PEOPLE CREATE REGIONS

4.2.3 Explain how people create regions using common geographic characteristics.

A. Identify and describe the major physical, cultural, and economic regions of the United States, comparing one's own region to the other regions.

B. Explain how and why regions change over time by comparing regions in the past with life in the same regions in the present.

Evidence of Understanding

Students will be able to identify the regions of the United States. Students will compare regions based on history and physical, cultural, geographic, and economic characteristics.

Digital Resources

- *Online Database* - EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Word Cloud Generator* - WordCloud

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint

- *Comic Strip* - PowToon, ComicLife3, StoryboardThat

- *Mind Mapping Application* - Popplet, Padlet

- *Podcast Application* - Anchor , Voice Record Pro App

In Practice

- After students have already learned about the Southwest region, students will divide into groups to study different regions of the United States using online databases.

- Students will use a mind mapping app to compare and contrast the southwest region with the United States region their group is studying.

- Students will organize their research and present by making a video, word cloud, comic strip, or podcast.

HUMAN INTERACTION

4.2.4 Describe how physical processes of the Earth's surface impact humans and their environment.

A. Identify and describe the different climates in the United States using maps, globes, and graphs.

B. Explain how climate and natural processes including floods, wind, and storms impact how we live.

Evidence of Understanding

Students will identify and describe how climate and weather affect the environment, humans, and how we live.

Digital Resources

- *Online Database* - EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Student Response System* - Padlet

- *Digital Camera*

- *Video Editor-* Clips, WeVideo, Do-Ink, iMovie, Loom

In Practice

- Students will discuss and brainstorm how people are affected by a variety of weather. Students will use a student response system to ask a question about what they want to learn and something add they already know.

- Student will build structures and test them with various forms of "weather" (i.e. hair dryer for wind, water for flood).

- Students will record effects of the various tests on the structures.

- Using the recordings of each test, students will create a time lapse video.

U.S. STATES AND NATION'S CAPITAL

4.2.5 Identify and locate on a political map the fifty states and the United States capital.

Evidence of Understanding

- Students will identify the fifty states and the nation's capital.

Digital Resource

- *Digital Portfolio -* Book Creator, Seesaw

- *Online Database -* EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Photo Library -* Pics4Learning, Photos 4 Class

- Kahoot!

In Practice

- Students will play a Kahoot! game to practice identifying the 50 states and US capital.

- Students will research a state of their choosing. They will use this information to create a presentation and present it to their peers.

GEOGRAPHY AND HISTORICAL EVENTS

EARLY SETTLEMENT PATTERNS

4.3.1 Identify and describe early settlement patterns of regions in the United States.

A. Draw conclusions from maps to show how climate, vegetation, natural resources, and historic events affect the location and growth of settlements.

B. Identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership.

C. Summarize the reasons for key expeditions of North America by Spain, France, and England and their impact on the development of each region.

D. Identify push and pull factors of human migration.

E. Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory, and the sudden and significant decline of indigenous peoples.

Evidence of Understanding

Students will identify factors and patterns of early settlement, human migration, and forced migration.

Digital Resources

- *Online Database* - <u>EBSCO</u>, <u>Encyclopedia Britannica</u>, <u>Pebble Go Next</u>

- *Photo Editor* - <u>Pic Collage</u>, <u>Adobe Spark</u>, <u>Canva</u>, <u>Piktochart</u>, <u>PowToon</u>

- Student Application- <u>Lino</u>

- *Search Engine* - <u>Safe Search Kids</u>, <u>KidzSearch</u>, <u>Kiddle</u>, <u>KidRex</u>

In Practice

- Students will use a safe search engine to locate maps with explorer routes and Native American settlements.

- Students will observe, infer, and explain their observations from a variety of maps.

- Students will create a Top Five List about why each of these groups chose to explore and settle in their areas.

CULTURE

4.3.2 Examine the characteristics of culture, including the distribution and complexity of the regions of the United States.

A. Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.

B. Explain how the characteristics of culture affect the ways in which people live.

Evidence of Understanding

Students will explain how culture varies from region to region, and how culture affects the way we live.

Digital Resources

- Device Camera

- *Search Engine -* Safe Search Kids , KidzSearch, Kiddle, KidRex

- *Word Processor -* Pages, Google Docs, Microsoft Word

- *Photo Editor -* Pic Collage, Adobe Spark, Canva, Piktochart, PowToon

- *Podcast Application -* Anchor, Voice Record Pro App

In Practice

- Students will use a safe search engine to research their region's culture.

- In a word processor or graphic design app, students will create a travel brochure that highlights their region's culture and promotes their tourism and industry.

- Students will capture a picture of their creation and use a voice over app to record their region's advertisement.

UNITED STATES ECONOMICS

HUMAN ADAPTATION

4.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow.

    A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.

    B. Distinguish between renewable and nonrenewable resources.

    C. Explain how physical environments can provide both opportunities and limitations for human activity.

Evidence of Understanding

Students will explain how environments and humans affect one another.

Digital Resources

- Device Camera

- *Spreadsheet*- <u>Numbers</u>, <u>Google Sheets</u>, <u>Microsoft Excel</u>

- *Video Editor*- <u>Clips</u>, <u>WeVideo</u>, <u>iMovie</u>, <u>Loom</u>

- *Presentation* - <u>Keynote</u>, <u>Google Slides</u>, <u>Microsoft PowerPoint</u>

In Practice

- Students will design a house "blueprint" on paper.

- Students will create a supply budget using an online spreadsheet. (popsicle sticks, glue, ribbon, rhinestones, various recycled materials, i.e. toilet paper rolls, cereal boxes,) Prices will be set by teacher.

- Students will document their building progress through pictures or video.

- Students will create a presentation to document their economic decisions and their building accomplishments.

INTERDEPENDENCE

4.4.2 Describe the patterns and networks of economic interdependence among regions of the United States.

A. Identify and locate on a map the major cities of the United States, including their relative location to natural resources and transportation routes.

B. Identify the major economic activities of each region of the United States by comparing how people satisfy their basic needs through the production of goods and services.

C. Describe the relative location of natural resources, such as fossil fuels, minerals and soils, and their relationship to each region's major economic activities, including agriculture, manufacturing, transportation, energy, and services.

Evidence of Understanding:

Students will describe the economic activities and resources of major cities and regions of the United States.

Digital Resources

- *Online Database* - EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Search Engine* - Safe Search Kids , KidzSearch, Kiddle, KidRex

- *Map Making* - Google Maps, Google Lit Trips

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint

In Practice

- Students will use a search engine or online database to research major cities and tourist attractions across the U.S.

- Students will use a digital map to create a driving route and itinerary for traveling to a place of interest.

- Students will create a visual itinerary with pictures and information about the spaces they plan to visit.

THREAT TO PHYSICAL ENVIRONMENT

4.4.3 Explain how economic activities can threaten the physical environment.

A. Identify ways in which humans can change ecosystems, such as clearing forests, draining wetlands, and diverting waterways, by examining present-day issues related to the use of resources.

B. Identify examples of changes in land use in local communities and how the physical environment can be stressed by human activities.

Evidence of Understanding:

Students can explain how humans can negatively impact ecosystems and our environment.

Digital Resources

- *Device Camera*

- *Animation and Drawing* - Koma Koma, Stop Motion Studio

- *Video Editor* - Clips, WeVideo, iMovie, Loom

- *Photo Editor* - PicCollage, Adobe Spark, Canva

In Practice

- Students will create a terrarium environment with plants, soil, rocks, etc.

- Students will place terrariums in optimal spaces for growth and provide nutrients and water for the plants.

- Other students will place terrariums in less than optimal spaces for growth and add too much water, vegetable oil, soap, etc. to see the effects.

- Students will take photos or videos of the terrariums over a month.

- Students will use the photos to create a time lapse video with an explanation of how the terrariums were treated and the observed effects on the plants.

RESOURCES

STUDENT RESOURCES

- Smithsonian Learning Lab
- Sheppardsoftware .com
- World Geography Games
- Google LIT Trips

TEACHER RESOURCES

- <u>Tribal Sovereignty</u> (Oklahoma Council for the Social Studies resource)

- <u>Essential Readings in Geography</u> (Oklahoma Council for the Social Studies resource link)
- <u>Technology Tools and lesson plans</u> (OCSS resource link)
- <u>Oklahoma Alliance for Geographic Education</u>
- <u>Geography 101</u> (Oklahoma Alliance for Geographic Education resource link