

## UNIT 3

<b>Course:</b> Language Arts/Social Sciences/SEL		<b>Grade Level:</b> 4th Grade
<b>Unit Title:</b> How do the actions and events of the past affect me today?		<b>Length of Unit:</b> Approximately 6 weeks
<b>Unit Summary:</b> In this unit students use primary and secondary sources of information to explore the early history of Illinois. They apply historical thinking skills to a study of exploration and early settlement in Illinois. The unit provides a strong link to geography as students analyze ways in which both American Indians and settlers used, adapted to, and modified the environment. Students will read a wide range of text in order to draw inferences based on details found in the text. Students will also identify and define 4th grade domain-specific vocabulary and the meaning of phrases used in text. Students will explain characters, events, ideas, or concepts in stories and informational text. Students will also write a well-sequenced and detailed informational piece on a topic of choice.		
<b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to (1) identify and apply the specific steps of decision making, (2) generate alternatives to solutions to problems that occur in academic and social situations, (3) develop criteria for evaluating the consequences of a decision and to evaluate the consequences of alternative solutions, and (4) identifying and performing roles that contribute to the school and local community.		
Stage 1- Desired Results		
<b>STANDARDS</b>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
<b>Priority:</b> <b>Social Sciences:</b> SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.  SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.	<b>TG1: Evaluate accounts of the early history of Illinois/United States--its population, migration, cultural, and economic development--as told from different civilizations and cultures in order to develop empathy and widen perspective regarding the many “stories” that make up our history.</b>	
<b>Language Arts:</b>	<b>TG2: Read and analyze a wide range of texts and draw on key details and examples from text to determine the meaning of words and/or how an author uses words to portray a message.</b>	

<p><b>RL/RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>W.4.2:</b> Select a topic and gather information (facts, definitions, concrete details, quotations, examples) to share with an audience.</p> <p><b>A.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>B.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>C.</b> Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p><b>D.</b> Use precise language and</p>	<p><b>TG3: Write a well-sequenced and detailed informational text on a topic of choice.</b></p> <table border="1"> <thead> <tr> <th data-bbox="625 259 1285 329">Meaning</th><th data-bbox="1285 259 1944 329"></th></tr> </thead> <tbody> <tr> <td data-bbox="625 329 1285 1511"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> People move for a variety of reasons--for new economic opportunities, greater freedoms, or to flee something.</p> <p><b>EU2:</b> Cultures cannot remain entirely separate, no matter how different they are, and the resulting effects are varied and widespread.</p> <p><b>EU3:</b> There are specific differences in one author's perspective of an event compared to that of another author; effective readers read carefully to determine bias.</p> <p><b>EU4:</b> Both firsthand and secondhand accounts offer readers unique details about a described event; a reader should consider the information from both types of descriptions in order to establish a more profound understanding of the described event.</p> <p><b>EU5:</b> Effective readers support their analysis/interpretation of text by citing textual evidence; inferences must be rooted in the text--providing a foundation for understanding.</p> </td><td data-bbox="1285 329 1944 1511"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> Why do people move?</p> <p><b>EQ2:</b> What happens when different cultures interact?</p> <p><b>EQ3:</b> Why should we ask, "Whose story is it?" when we learn about the past? <i>How do readers distinguish between facts, opinions, and bias?</i></p> <p><b>EQ4:</b> What is the value of reading both firsthand and secondhand accounts of the same event?</p> <p><b>EQ5:</b> How can I use the text to support my thinking?</p> </td></tr> </tbody> </table>	Meaning		<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> People move for a variety of reasons--for new economic opportunities, greater freedoms, or to flee something.</p> <p><b>EU2:</b> Cultures cannot remain entirely separate, no matter how different they are, and the resulting effects are varied and widespread.</p> <p><b>EU3:</b> There are specific differences in one author's perspective of an event compared to that of another author; effective readers read carefully to determine bias.</p> <p><b>EU4:</b> Both firsthand and secondhand accounts offer readers unique details about a described event; a reader should consider the information from both types of descriptions in order to establish a more profound understanding of the described event.</p> <p><b>EU5:</b> Effective readers support their analysis/interpretation of text by citing textual evidence; inferences must be rooted in the text--providing a foundation for understanding.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> Why do people move?</p> <p><b>EQ2:</b> What happens when different cultures interact?</p> <p><b>EQ3:</b> Why should we ask, "Whose story is it?" when we learn about the past? <i>How do readers distinguish between facts, opinions, and bias?</i></p> <p><b>EQ4:</b> What is the value of reading both firsthand and secondhand accounts of the same event?</p> <p><b>EQ5:</b> How can I use the text to support my thinking?</p>
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<p>domain-specific vocabulary to inform about or explain the topic.</p> <p><b>E. Provide a concluding statement or section related to the information explanation presented.</b></p> <p><b>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b></p> <p><b>SEL:</b>  <b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p>	<p><b>EU6:</b> Authors make purposeful language choices to create meaning in text(s); effective readers actively seek the meaning of unknown words/phrases to clarify understanding of text(s).</p> <p><b>EU7:</b> When we explain our reasoning with facts, details, and specific examples, people can understand what we are writing/saying; we can teach others.</p> <p><b>EU8:</b> Decisions always have consequences--these can be positive or negative.</p>	<p><b>EQ6:</b> How does word choice impact the overall meaning of the text?</p> <p><b>EQ7:</b> Why do we write informational/ explanatory text?</p> <p><b>EQ8:</b> How can the decisions I make have both positive and negative consequences?</p>
<p style="text-align: center;"><b>Acquisition</b></p>		
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p><b>Supporting:</b>  Social Sciences:  SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.</p> <p>SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine</p>	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b>  <b>K2:</b> Reasons why people choose to move to other locations and the impact these moves have had on cultures</p> <p><b>K3:</b> The responsibility humans have in protecting the Earth</p> <p><b>K4:</b> Differing perspectives are positive and need to be embraced</p> <p><b>Language Arts/Digital Literacy</b></p>	<p><a href="#">Year-Long English/Spanish "I Can" Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b>  <b>S1:</b> I can explain the historical context of various periods (Exploration of Illinois, Westward Expansion).</p> <p><b>S2:</b> I can explain the differing perspectives within the same historical period of time.</p> <p><b>S3:</b> I can explain probable cause and effects of events and developments humans have made over the last 100 years.</p>

<p>credibility of multiple sources</p> <p>SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media</p> <p>Language Arts: RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>K5:</b> Reading strategies</p> <p><b>K6:</b> The structure of informative/explanatory writing</p> <p><b>K7:</b> The writing process</p> <p><b>K8:</b> The importance of using facts, details, and examples in writing to help others understand what is written</p> <p><b>K9:</b> How to be a responsible digital citizen</p> <p><b>SEL</b> <b>K10:</b> Strategies for resolving interpersonal conflicts in constructive ways</p>	<p><b>S4:</b> I can use artifacts and primary sources to investigate how individuals contributed to a variety of events throughout history.</p> <p><b>S5:</b> I can compare and contrast a first- and second-hand account of the same event or topic.</p> <p><b>S6:</b> I can gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.</p> <p><b>S7:</b> I can construct and interpret maps of Illinois and the United States using various media.</p> <p><b>S8:</b> I can differentiate the needs of states based on their location and landforms.</p> <p><b>Language Arts/Digital Literacy</b> <b>S9:</b> I can identify details and develop inferences about a text. (RL/RI.1)</p> <p><b>S10:</b> I can draw on evidence from text to support my inferences. (RL/RI.1)</p> <p><b>S11:</b> I can determine what words and phrases mean in a text. (RL/RI.4)</p> <p><b>S12:</b> I can explain or provide information about a topic or idea(s) in an informative/explanatory piece. (W.2)</p> <ul style="list-style-type: none"> <li>• I can choose only the details and information related to the topic.</li> </ul>
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		<ul style="list-style-type: none"><li>● I can write an introduction.</li><li>● I can organize my writing in paragraphs and sections with headings.</li><li>● I can elaborate on my writing through the use of illustrations and/or multimedia.</li><li>● I can include details, facts, and evidence in the form of quotations.</li><li>● I can use linking words and phrases.</li><li>● I can bring my paper to an end with a concluding statement or section that relates all the information or explanations presented.</li></ul> <p><b>S13:</b> I can recognize that people have the right to express various viewpoints in an online community. (Info/Dig Lit Goal 1)</p> <p><b>S14:</b> I can acknowledge the permanence of online content and recognize the consequences of inappropriate communication (cyberbullying, harassment, etc.). (Info/Dig Lit Goal 1)</p> <p><b>S15:</b> I can locate primary texts and analyze the relationship between historical sources and interpretations. (Info/Dig Lit Goal 2)</p> <p><b>S16:</b> I can choose appropriate resources to resolve an inquiry need and adapt searches to be successful. (Info/Dig Lit Goal 3 )</p> <p><b>S17:</b> I can annotate digitally. (Info/Dig Lit</p>
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		<p>Goal 4 )</p> <p><b>SEL</b></p> <p><b>S18:</b> I can use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><b>S19:</b> I can prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>