

## Unit Plan: Federal Government

Grade: 3/4

Subject: Social Studies

<b>Thematic Concept:</b> Systems	<b>Universal EQ:</b> Why do systems function and/or dysfunction?
<b>Supporting Concept:</b> Pillars of Social Sciences (History, Geography, Economics, Politics, Civics)	<b>Content-Based EQ:</b> <ul style="list-style-type: none"><li>• How do governmental, geographical, and/or economic systems function and interact within Illinois's past and present?</li></ul>
<b>Generalizations:</b> Systems are composed of parts that have functions. Systems may be influenced by other systems. Systems can function and dysfunction.	
<b>Standard(s):</b> <b>4th grade:</b> SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels. SS.CV.2.4. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.  <b>5th grade:</b> SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. SS.CV.3.5. Compare the origins, functions, and structure of different systems of government. SS.CV.4.5. Explain how policies are developed to address public problems. SS.EC.3.5. Determine the ways in which the government pays for the goods and services it provides.  <b>3rd</b> SS.CV.4.3. Describe how people have tried to improve their communities over time. SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities. SS.H.2.3. Describe how significant people, events, and developments have shaped their own community and region <b>4th</b> SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels. SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.	

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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.2.4. Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

SS.H.3.4. Explain probable causes and effects of events and developments in Illinois history

**3-5 Inquiry**

SS.IS.7.3-5. Identify a range of local problems and some ways in which people are trying to address these problems.

**Unit Outcomes:**

**Unit Description:**

<i>Conceptual Knowledge</i>	<i>Procedural Knowledge (21<sup>st</sup> Century Skills)</i>	<i>Factual Knowledge</i>
<p>Students will <b>understand</b>:</p> <ul style="list-style-type: none"> <li>● how systems function and interact</li> <li>● the system of the U.S. government</li> <li>●</li> </ul>	<p>Students will be <b>able to do</b>:</p> <ul style="list-style-type: none"> <li>● generate principles about rural, suburban, and/or urban systems' impacts on the state past and present</li> <li>● Construct an argument of either an historical or current event that demonstrates how systems functions or dysfunction</li> <li>● Analyze (generate principles) the governmental, economic and geographical systems' impact on the state's past and present</li> <li>● Graphic notation</li> <li>● Analyze literature                             <ul style="list-style-type: none"> <li>○ Discuss</li> <li>○ Story Map</li> <li>○ Integrate content</li> <li>○ Develop perspective</li> </ul> </li> </ul>	<p>Students will <b>know</b>:</p> <ul style="list-style-type: none"> <li>- imports/exports of IL (economics)</li> <li>- where urban, suburban, rural locations are on a map</li> </ul>

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	<ul style="list-style-type: none"> <li>o Accountable Talk</li> <li>● Questioning Strategies             <ul style="list-style-type: none"> <li>o I wonder...</li> <li>o Four Questions</li> <li>o Lucy Caulkins</li> </ul> </li> </ul>	
<p><b>Conceptual Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Weekly Reflection</li> </ul>	<p><b>Procedural Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Construct an argument</li> <li>● Defend an argument</li> <li>● 4 Types of Questions - graphic organizer from Richard p.83 red book</li> </ul>	<p><b>Factual Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Geography Labeling</li> <li>● Sort/define branches of government</li> </ul>
<p><b>Conceptual Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● How do we attract new IL citizens?</li> </ul>	<p><b>Procedural Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● ISP</li> <li>● Students will take a historical or current event within the state of IL and construct an argument as to how governmental, geographical, and/or economic systems interact or dysfunction</li> </ul>	<p><b>Factual Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● ISP</li> </ul>
<p><b>Affective Self-Regulatory Strategies:</b></p> <ul style="list-style-type: none"> <li>● Building confidence through collaboration</li> </ul>	<p><b>Behavioral Self-Regulatory Strategies:</b></p> <ul style="list-style-type: none"> <li>● Research strategies</li> </ul>	<p><b>Cognitive Self-Regulatory Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reflection</li> </ul>
<p><b>Resources/Materials:</b>  <i>Fair Weather</i> novel by Richard Peck            (Most books written by Richard Peck are set in Illinois)</p>		

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Project Mulberry by Linda Sue Park Far From Normal by Kate Klise Hold Fast by Blue Balliet Sing Down the Moon by Scott O’Dell The Sign of the Beaver by Elizabeth George Speare The Sixty-Eight Rooms by Marianne Malone
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[Timeline of IL History](#)

Time Period	Economics	Geography	Government	Religion/Culture
900-1500 <a href="#">Mississippian Culture</a>	Mainly farmers - the 3 “sisters”: corn, squash, beans	mounds The largest city was <a href="#">Cahokia</a> ,	Mounds, held ceremonies with priests on mounds Chief & Chiefdoms  Visit Cahokia Mounds: <a href="https://www.enjoyillinois.com/travel-illinois/cahokia-mounds/">https://www.enjoyillinois.com/travel-illinois/cahokia-mounds/</a>  <a href="#">Mississippian Culture</a>	built mounds for temples, houses and burials, sun worshipers, skilled potters and artists  <a href="#">Mississippian Culture - Britannica</a>  <a href="#">Mississippian Religion</a>

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			<u>Government</u>	
<p>1673-1763 French explorers - end of French/Indian War</p> <ul style="list-style-type: none"> <li>French explorers Jacques Marquette and Louis Jolliet descend the Mississippi to the Arkansas River and return to Wisconsin via the Illinois River—the first Europeans to reach the Illinois country.</li> </ul>	<p>Cahokia was a fur-trading post established in 1699.</p> <p>Several trading posts set up (Fort Chicago, Fort St. Louis, and several set up near the Peoria Village)</p> <p>Jean Baptiste Point du Sable (1745?-1818) establishes a trading post at present Chicago.</p> <p>Interactions between French &amp; Natives <a href="https://www.lib.niu.edu/2004/iht1110429.html">https://www.lib.niu.edu/2004/iht1110429.html</a></p>	<p>French explorers canoed down the Mississippi, the western boundary of what is now Illinois and then northward on the Illinois River</p> <p>Kaskaskia Village (upper Illinois River)</p>	<p>1763 French and Indian (Seven Years') War ends; Illinois country is ceded to Britain by the Treaty of Paris.</p>	<p>French sought to “civilize” the natives by converting them to Christianity</p>
<p>1769-1818</p>	<p>1811 First Coal Mine in Jackson County</p> <p>1816 First Illinois Bank in Shawneetown</p>	<p>(1787) Illinois became part of Northwest Territory</p> <p>1800 - Illinois included in Indiana Territory</p> <p>1804 - Lewis &amp; Clark expedition started near Wood River</p> <p>1809 - Congress created Illinois Territory</p>	<ul style="list-style-type: none"> <li>1818 IL becomes the 21st state with Kaskaskia the capital and Shadrach Bond (1773-1832) the first governor.</li> <li>Becoming a state: <a href="https://thesouthern.com/progress/section3/becoming-a-state-illinois-becomes-the-st-on-the-dec/article_c67c6">https://thesouthern.com/progress/section3/becoming-a-state-illinois-becomes-the-st-on-the-dec/article_c67c6</a></li> </ul>	

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			<a href="http://www.illinoiscourts.gov/kids/default.asp">dd0-f40c-11e0-ba73-001cc4c03286.html</a> Illinois Supreme Court lessons about Government <a href="http://www.illinoiscourts.gov/kids/default.asp">http://www.illinoiscourts.gov/kids/default.asp</a>	
1818-1893 The World's Columbian Exposition of 1893 in Chicago		1874- Map of Farm in IL <a href="https://publications.newberry.org/k12maps/module16/index.html">https://publications.newberry.org/k12maps/module16/index.html</a>		Map and Music of the World's Fair <a href="http://digitalchicagohistory.org/exhibits/show/worlds-fair-music/fair-music-introduction">http://digitalchicagohistory.org/exhibits/show/worlds-fair-music/fair-music-introduction</a>

Native Americans in IL - [http://www.museum.state.il.us/muslink/nat\\_amer/index.html](http://www.museum.state.il.us/muslink/nat_amer/index.html)

Illinois State Museum Online Resources - <http://www.illinoisstatemuseum.org/content/online-resources>

Illinois History Vignettes and Lesson Plans - <https://history.illinoisstate.edu/education/illinois/>

Illinois: 200 Years in the Making - <https://www.isbe.net/Pages/Bicentennial-Timeline.aspx>

Digital Research Library of Illinois History - <http://livinghistoryofillinois.com/>

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Timeline of Illinois History - <https://www2.illinois.gov/dnrhistoric/Research/Pages/Timeline.aspx>

Wild Illinois Lesson Plans - <http://wildillinois.org/lessons.htm>

At Home in the Heartland - Visit different time periods to explore life in Illinois <http://exhibits.museum.state.il.us/exhibits/athome/>

Primary Sources and Analysis Tools - [https://www.eiu.edu/eiutps/illinois\\_ps.php](https://www.eiu.edu/eiutps/illinois_ps.php)

Chicago History Museum Educator Resources - <https://www.chicagohistory.org/educators/?cat=classroom-resources>

Illinois Periodicals Online <https://www.lib.niu.edu/index.html>

Explorer's and Traders <https://illinois.pbslearningmedia.org/resource/north-americas-great-waters/lesson-plan/>

One page reading passage - [http://teacher.depaul.edu/Nonfiction\\_Readings\\_ALL\\_GRADES.htm](http://teacher.depaul.edu/Nonfiction_Readings_ALL_GRADES.htm)

Illinois State Library Digital Archives <http://www.idaillinois.org/digital/collection/ccpl/search/>

<http://www.idaillinois.org/digital/>

### **Culminating Performance Task**

How has IL history influenced the present? Why do we need to share this knowledge? Who needs to learn about it?

### **Topic Ideas**

Hull House

Chicago Fire

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