

BRSU Social Studies Curriculum

Unit Title:	Abenaki Influence
Grade:	4
Pacing Guide:	Trimester 1

Enduring Understandings:

- ▶ The Woodland Indians of Vermont were called Abenaki.
- ▶ A community depends on, adapts to and modifies its environment.
- ▶ A society is a group of people who form an association for their mutual benefit and protection.

Essential Questions:

How did the land and water influence the Abenaki way of life?

Focusing questions:

- a. Where did the Abenaki live?
- b. What were the Abenaki survival strategies, i.e., hunting, planting, gathering from native food sources, shelter, etc.?
- c. What was the importance of waterways to the Abenaki?

How did the Abenaki society function?

Focusing questions:

- a. How did the Abenaki family structure and government function?
- b. What were the customs, beliefs, and rituals of the Abenaki religion?
- c. How were the Abenaki culture and beliefs transmitted?
- d. What role did storytelling play in cultural transmission?

Grade Expectations:

H&SS 3-4: 1	Inquiry
	<p>Students initiate an inquiry by...</p> <ul style="list-style-type: none"> • Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).
H&SS 3-4:11	Physical and Cultural Geography
	<p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • <u>Observing, comparing, and analyzing patterns of local and state land use</u> (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. i • <u>Locating the physical and political regions of Vermont</u> (e.g., six regions, towns, counties).

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H&SS 3-4:12	Physical and Cultural Geography
H&SS 3-4:13	Students analyze how and why cultures continue and change over time by...
H&SS 3-4:16	Civics, Government, and Society

- Students show understanding of human interaction with the environment over time by...**
- Describing how patterns of human activities (for example, housing, transportation, food consumption, or employment) relate to natural resource distribution (e.g., how population concentrations in Vermont developed around fertile lowlands, French/English/Indian conflict for furs in northern Vermont). i
 - Recognizing patterns of voluntary and involuntary migration in Vermont (e.g., use maps and place names to hypothesize about movements of people). i
- Students analyze how and why cultures continue and change over time by...**
- Identifying expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, material goods, food, clothing, buildings, tools, and machines (e.g., discovering how Abenaki oral tradition reflects and influences their society). i
 - Describing the contributions of various cultural groups to Vermont and the U.S. (e.g., describing French cultural diffusion in Vermont). i

- Students examine how different societies address issues of human interdependence by...**
- Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives (e.g., reading myths and legends to learn about the origins of culture). i

Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • Where the Abenaki lived: land and waterways • The significance of the environment on Abenaki life (housing, farming, hunting, transportation, etc.) • What some of the customs, beliefs and rituals of the Abenaki were. • The Abenaki culture was transmitted through storytelling 	<ul style="list-style-type: none"> • On a map of Vermont indicate areas of seasonal Abenaki settlements. • Describe the impact of the environment on the Abenaki. • Showcase aspects of Abenaki culture. • Identify elements of Pourquoi (Why) Tales

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Narrative (Individual folk tales) 	<ul style="list-style-type: none"> • Student writes a narrative according to VT/BRSU criteria and Pourquoi Tale elements (check online resources)

Suggested Learning Experiences:

- ▶ Using VT maps highlight/flag areas of Abenaki settlements.
- ▶ Create a facsimile of authentic Abenaki culture (homes, clothing, food).
- ▶ Read Abenaki Pourquoi Tales (check Bruchac resources).

Terms/concepts	Resources
<ul style="list-style-type: none"> • Woodland Indians • Abenaki • migration • settlement • waterways • survival • environment • Pourquoi • society • culture • customs • beliefs • rituals • longhouse • wigwam • canoe 	<ul style="list-style-type: none"> • Bruchac, Joseph (Abenaki author of numerous books) • Bruchac James (son of Joseph ; Abenaki author) • Bruchac website : http://www.ndakinna.com • Calloway, Colin <u>The Abenaki</u> • http://www.vermontfolklifecenter.org/teachers.htm • http://www.vermonthistory.org/educate/lendkits/abenaki.htm • http://www.abenakination.org • http://www.HistoricVermont.org • online resources

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Unit Title:	Early European Settlement In Vermont
Grade:	4
Pacing Guide:	Trimester 2

Enduring Understandings:

- ▶ People depend on, adapt to, and modify the environment.
- ▶ When cultures interact there is an exchange that results in adopting and modifying each other's customs or characteristics.
- ▶ The outcome of these interactions is history.

Essential Questions:

In what ways did the environment of Vermont influence early Europeans, and how did they impact the environment?

Focusing questions:

- a. What are the reasons for European coming to Vermont?
- b. Where did the early Europeans live?

How did the early European settlements function, and what impact did the Europeans and Abenaki have upon each other?

Focusing questions:

- a. How did the early European social structure and government function?
- b. What were the early European cultures and beliefs?

How did Vermont become a state?

Focusing questions:

- a. What are some important events in the establishment of Vermont?
- b. Who are some significant people in the history of Vermont?

Grade Expectations:

Inquiry	
H&SS 3-4: 1	Students initiate an inquiry by... <ul style="list-style-type: none">• Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).
H&SS 3-4: 2	Students develop a hypothesis, thesis, or research statement by... <ul style="list-style-type: none">• Using prior knowledge to predict results or proposing a choice about a possible action (e.g., using experience from a field trip to the nature center, propose a way to preserve Vermont's natural habitats).

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<p>H&SS 3-4: 3</p>	<p>Inquiry</p>
<p>H&SS 3-4: 5</p>	<p>Students design research by...</p> <ul style="list-style-type: none"> Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).
<p>H&SS 3-4: 6</p>	<p>Students develop reasonable explanations that support the research statement by...</p> <ul style="list-style-type: none"> Organizing and displaying information <u>in a manner appropriate to the research statement</u> through tables, graphs, maps, dioramas, charts, narratives, and/or posters. Using appropriate methods for interpreting information such as comparing and contrasting.
<p>H&SS 3-4: 8</p>	<p>History</p>
<p>H&SS 3-4: 10</p>	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none"> Examining how events, people, problems <u>and ideas</u> have shaped <u>the community and Vermont</u> (e.g., Ann Story's role in the American Revolution). i <p>Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> <u>Grouping historical events by broadly defined eras in the history of the local community and state.</u>
<p>H&SS 3-4:11</p>	<p>Physical and Cultural Geography</p>
<p>H&SS 3-4:12</p>	<p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> <u>Observing, comparing, and analyzing patterns of local and state land use</u> (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. i <u>Locating the physical and political regions of Vermont</u> (e.g., six regions, towns, counties). <p>Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> <u>Describing how patterns of human activities</u> (for example, housing, transportation, food consumption, or <u>employment</u>) <u>relate to natural resource distribution</u> (e.g., how population concentrations in Vermont developed around fertile lowlands, French/English/Indian conflict for furs in northern Vermont). i <u>Recognizing patterns of voluntary and involuntary migration in Vermont</u> (e.g., use maps and place names to hypothesize about movements of people). i

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H&SS 3-4:13	Physical and Cultural Geography
H&SS3- 4:16	Civics, Government, and Society
H&SS3- 4:20	Economics

Students analyze how and why cultures continue and change over time by...

- Identifying expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, material goods, food, clothing, buildings, tools, and machines (e.g., discovering how Abenaki oral tradition reflects and influences their society). i
- Describing the contributions of various cultural groups to Vermont and the U.S. (e.g., describing French cultural diffusion in Vermont). i
- Identifying ways in which culture in Vermont has changed (e.g., Colonists learning maple sugaring from the Indians, Indians acquiring metal tools in exchange for furs). i

Students examine how different societies address issues of human interdependence by...

- Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives (e.g., reading myths and legends to learn about the origins of culture). i
- Citing examples, both past and present, of how diversity has led to change.
- Identifying examples of interdependence among individuals and groups. (e.g., buyers and sellers; performers and audience).
- Identifying different types of conflict among individuals and groups (e.g., girls and boys, religion, material goods).
- Explaining different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people (e.g., reservations and Indian schools; Green Mountain Boys; treaties).

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Examining factors that influence supply and demand (e.g., Why is Vermont considering investing in wind energy?). i
- Explaining ways people meet their basic needs and wants (e.g., people buy oil because they need heat; people buy video games because they want entertainment).

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Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • Why Europeans came to Vermont • How the major physical features of Vermont influenced European settlement • What the early European survival strategies were • What the similarities and differences between the European and Abenaki social systems, governments, and cultures and beliefs were • What events and people were significant in shaping Vermont 	<ul style="list-style-type: none"> • Identify political, economic and social reasons • On a map locate areas of early European settlement and the importance of environmental features • Identify strategies, i.e., hunting, gathering, farming, and the creation of permanent settlements and new industries. • Identify the similarities and differences of these peoples and how they impacted one another • Group historical events and people from early Vermont

Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Response to literary text (e.g., <i>Green Mountain Hero</i>) • Timeline • Using a word bank and a template of Vermont identify important attributes 	<ul style="list-style-type: none"> • Student writes a response to text according to the VT/BRSU criteria • Student creates an accurate timeline of significant events and people in Vermont history. • Student completes an accurate map.

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Suggested Learning Experiences:

- ▶ Use a variety of Vermont maps to identify: physical features, natural resources, changes over time, settlements, townships, and counties.
- ▶ Read individually, as groups, and the whole class.
- ▶ Group discussion/exploration of a variety of Vermont maps
- ▶ Invite guest speakers

Terms/concepts	Resources
<ul style="list-style-type: none"> • European • Vermont (origin of word) • physical features • political boundaries • resources • industries • history/historical • compass rose • latitude • longitude • cardinal directions • ordinal directions • scale • legend • social systems • government • culture • beliefs 	<ul style="list-style-type: none"> • Book: <i>Green Mountain Hero</i>, Edgar N. Jackson • http://www.vermontfolklifecenter.org • http://www.vermonthistory.org • http://www.HistoricVermont.org • http://academics.smcvt.edu • http://www.ethanallenhomestead.org/ • http://www.lcmm.org/ (Lake Champlain Maritime Museum) • http://www.fort-ticonderoga.org/index.html • Billings Farm • Bennington Museum • Book: <i>Hands on the Land</i>, Jan Albers (teacher resource) • Book: <i>From Sea to Shining Sea: Vermont</i>, Jan M. Czech • online resources

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Unit Title:	Vermont Past and Present: Economic Decision Making
Grade:	4
Pacing Guide:	Trimester 3

Enduring Understandings:

- ▶ Throughout time people have depended on, adapted to, and modified the environment.
- ▶ Economic ideas and decisions made in the past have influenced the present.

Essential Question:

What is the interdependence/interaction between the environment, the economy, and the people of Vermont?

Focusing questions:

- What are the causes and effects of the environmental resources on the economy of Vermont?
- What are the causes and effects of economic activities on the environment of Vermont?
- How have Vermont's industries impacted the lives of its people over time?

Vermont Grade Expectations:

Inquiry	
H&SS 3-4: 1	Students initiate an inquiry by... <ul style="list-style-type: none">• Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).
H&SS 3-4: 2	Students develop a hypothesis, thesis, or research statement by... <ul style="list-style-type: none">• Using prior knowledge to predict results or proposing a choice about a possible action (e.g., using experience from a field trip to the nature center, propose a way to preserve Vermont's natural habitats).
H&SS 3-4: 3	Students design research by... <ul style="list-style-type: none">• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).• <u>Identifying tasks and how they will be completed, including a plan for citing sources</u> (e.g., I will interview the principal about why the soda machine was taken out of he school).• Planning how to organize information so it can be shared.

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<p>H&SS 3-4: 4</p>	<p>Inquiry</p>
<p>H&SS 3-4: 5</p>	<p>Students conduct research by...</p> <ul style="list-style-type: none"> • <u>Referring to and following a plan for an inquiry.</u> • <u>Locating relevant materials such as print, electronic, and human resources.</u> • <u>Describing evidence</u> and recording observations using <u>notecards, videotape, tape recorders, journals, or databases</u> (e.g., taking notes while interviewing the principal). <u>Citing sources.</u> <p>Students develop reasonable explanations that support the research statement by...</p> <ul style="list-style-type: none"> • Organizing and displaying information in <u>a manner appropriate to the research statement</u> through tables, graphs, maps, dioramas, charts, narratives, and/or posters. • Classifying information and justifying groupings based upon observations, prior knowledge, and/or <u>research.</u> • Using appropriate methods for interpreting information such as comparing and contrasting.
<p>H&SS 3-4: 6</p>	<p>Students make connections to research by...</p> <ul style="list-style-type: none"> • Explaining the relevance of their findings to the research question. • Proposing solutions to problems and asking other questions. • Identifying what was easy or difficult about following the research plan.
<p>H&SS 3-4:8</p>	<p>History</p>
<p>H&SS 3-4:10</p>	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none"> • <u>Explaining differences</u> between historic and present day objects <u>in Vermont</u>, and <u>identifying</u> how the use of the object and the object itself changed over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry). i <p>Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • Making predictions and/or decisions based on an understanding of the past and the present (e.g., What was farming in Vermont like in the past? What is it like now? What will it be like in the future?) i
<p>H&SS 3-4:12</p>	<p>Physical and Cultural Geography</p>
	<p>Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • <u>Describing how people have changed the environment in Vermont for specific purposes</u> (e.g., clear-cutting, sheep-raising, interstate highways, farming, ski resorts). i

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H&SS 3-4:18	Economics
<p>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • <u>Tracing the production, distribution, and consumption of goods in Vermont</u> (e.g., after visiting a sugar house, tracing the distribution of locally-produced maple syrup). i • <u>Describing how producers in Vermont have used natural, human, and capital resources to produce goods and services</u> (e.g., describing the natural, human, and capital resources needed to produce maple syrup). • <u>Describing the causes and effects of economic activities on the environment in Vermont</u> (e.g., granite industry). I 	

Essential Learnings: Students will...

know:	be able to:
<ul style="list-style-type: none"> • The livelihood of Vermont’s citizens is closely connected to its environment and the variety of its natural resources • Economics are connected to a variety of assets, resources, goods and services • The lives of Vermonters have changed over time as its major industries have changed 	<ul style="list-style-type: none"> • Choose one or more industries to trace and discuss (e.g. farming, logging, maple sugaring, quarrying, tourism, skiing) • Describe the causes and effects of economic activities on the environment in Vermont • Identify how and why these major changes have influenced the quality of life for Vermonters

Potential Assessments	Performance Indicators
<ul style="list-style-type: none"> • Presentation of research results 	<ul style="list-style-type: none"> • Student prepares an accurate and appropriate presentation.

Suggested Learning Experiences:

- ▶ Read individually, in small groups, and as a whole class.
- ▶ Invite guest speakers.
- ▶ Interview sources.
- ▶ Access library media center
- ▶ Access the internet

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Terms/concepts	Resources
<ul style="list-style-type: none">• environment• economy• interdependence• interaction• industries• natural resources	<ul style="list-style-type: none">• Book: <i>Cave of Falling Water</i>, Janice Ovaka (author lives in Brandon, VT)• Book: <i>Sea to Shining Sea: Vermont</i>, Jan M. Czech• Book: <i>Hands on the Land</i>, Jan Alber• Online resources• Trade books