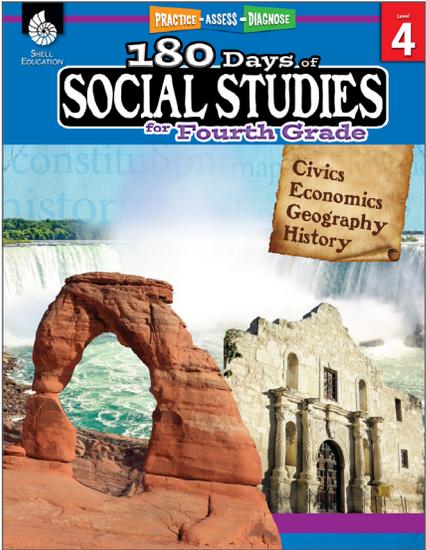


180 DAYS™

Lessons and Activities Social Studies for Fourth Grade

Table of Contents

- Cover (1 page)
- Table of Contents/Introduction (2 pages)
- How to Use This Book (2 pages)
- Lesson Pages (5 pages)



How to Use This Book *(cont.)*

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

Day 1: Students read a weekly topic and answer questions. Typically, Day 1 provides a general overview of the week's topic.

Day 2: Students read a weekly topic and answer questions. Typically, Day 2 provides a general overview of the week's topic.

Day 3: Students analyze a source or other graphic (e.g., map or infographic) related to the weekly topic and answer questions.

WEEK 10 DAY 4

Name: _____ Date: _____

Geography

Directions: Look at the map, and answer the questions.

Union and Confederate States During the Civil War

Legend: Union States (dark grey), Confederate States (medium grey), Border States (light grey), Territories (white).

- Where are most of the Union states located?
 - in the South
 - in the middle
 - in the Northeast and West
 - in the Southeast
- Where are the border states located?
 - in the West
 - in the South
 - in the North
 - in the middle
- The United States has many geographical features. Which would be the hardest to fight in: water, forest, swamp, or mountain? Why?



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

4

180 Days of SOCIAL STUDIES

for Fourth Grade

Civics
Economics
Geography
History

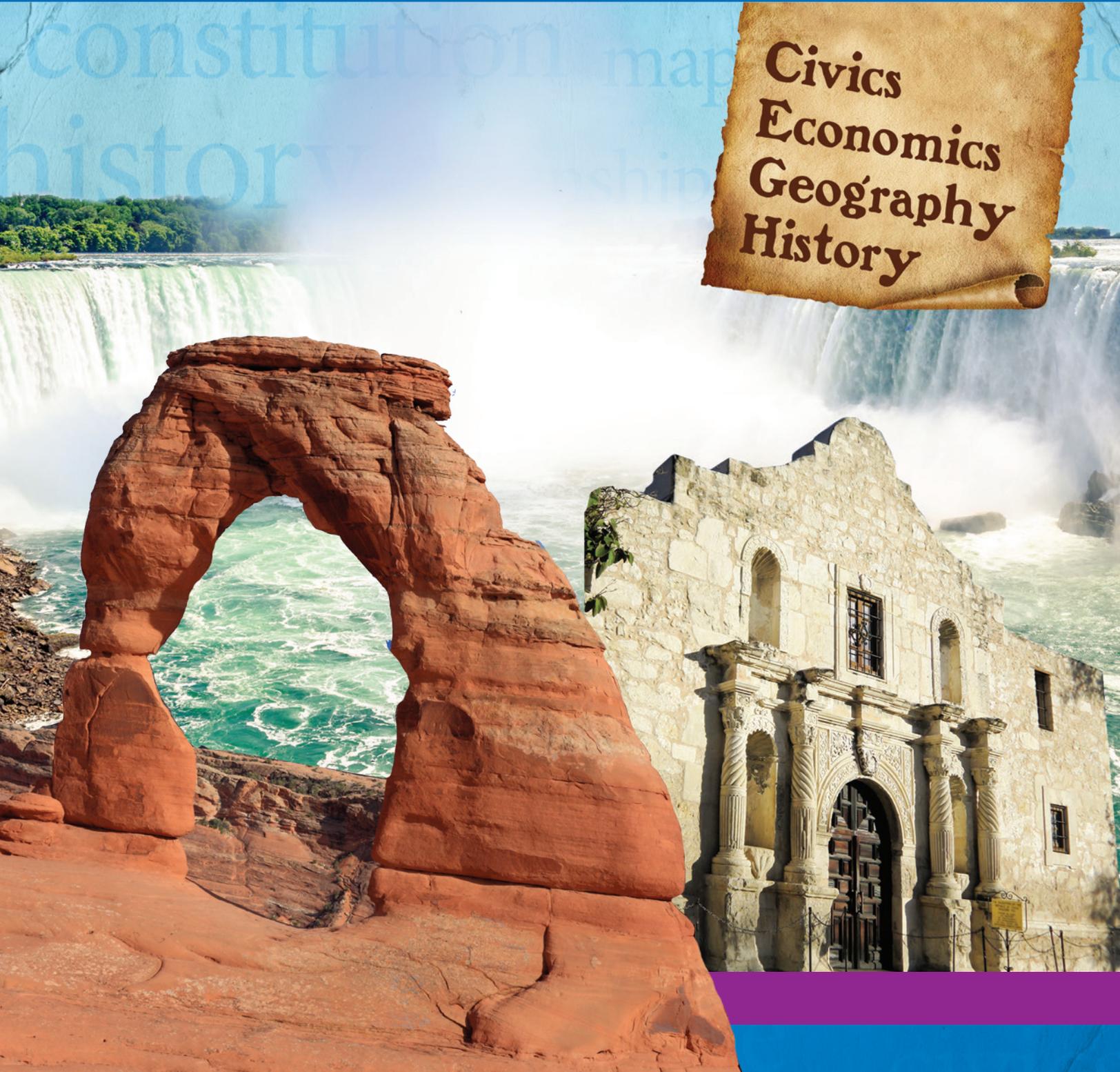


Table of Contents

Introduction	3
How to Use This Book	5
Standards Correlations	12
Daily Practice Pages	15
Answer Key	195
Teacher Resources	206
Digital Resources	215

Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four disciplines of social studies enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that social studies addresses more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.



Introduction *(cont.)*

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

Best Practices for This Series

- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Use the texts in this book to extend your teaching of close reading, responding to text-dependent questions, and providing evidence for answers.

How to Use This Book *(cont.)*

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

WEEK 1 DAY 1

Name: _____ Date: _____

Directions: Read the text, look at the image, and answer the questions.

American Indians have been trying to teach America the benefits of corn. In 1789, there were about 100 million acres of corn in the United States. Today, nearly 100 million acres are planted each year. They started the corn belt in the Midwest. Corn is the most important crop in the United States. It is used for food and for animal feed. Corn is also used for ethanol, a type of alcohol. Corn is also used for cornmeal, a type of flour. Corn is also used for corn oil, a type of oil. Corn is also used for corn syrup, a type of sweetener. Corn is also used for cornstarch, a type of thickener. Corn is also used for corn cobs, a type of vegetable. Corn is also used for corn husks, a type of material. Corn is also used for corn cobs, a type of vegetable. Corn is also used for corn husks, a type of material. Corn is also used for corn cobs, a type of vegetable. Corn is also used for corn husks, a type of material.



the Three Graces

- Which plants did American Indians grow? Circle all that apply.
 - a. beans
 - b. avocados
 - c. corn
 - d. squash
- Based on the text, why might tribes have grown to war with each other? Circle all that apply.
 - a. to get the other tribe's horses and food supplies
 - b. to use the land where the other tribes lived
 - c. to practice warlike for the future
 - d. because all life was connected
- Why would it be useful for a tribe to both hunt and farm?
 - a. This provided food for many people.
 - b. They had many things that needed to be done.
 - c. They would have more than one source of food.
 - d. They would not get bored by the same foods.

© Shell Education 51396—180 Days of Social Studies

Day 1: Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.

WEEK 1 DAY 2

Name: _____ Date: _____

Directions: Look at the chart, and read the text. Answer the questions.

When the first Europeans arrived, they brought new diseases. The diseases were spread by germs. The American Indians caught these diseases. These diseases were new to them. They could not fight the diseases. Many people died.



- Based on the text, why did the American Indians get so sick?
 - a. The diseases were new to them.
 - b. They were weak.
 - c. They were already sick.
 - d. They did not know enough medicine.
- What happened to the population between 1500 and 1750?
 - a. It went up.
 - b. It went down.
 - c. It stayed the same.
 - d. None of the above.
- What inference can be drawn from the graph and text?
 - a. The American Indians did not want to stay in the area.
 - b. The American Indians were not able to fight the new diseases.
 - c. The germs spread from the American Indians to the Europeans.
 - d. The Europeans took over the American Indian villages.

© Shell Education 51396—180 Days of Social Studies

Day 2: Students read a text and answer questions. Typically, this content is more specialized than Day 1.

WEEK 1 DAY 3

Name: _____ Date: _____

Directions: Study the graphic, and read the text. Then, answer the questions.

Uses for Parts of the Bison



- From what did American Indians make moccasins?
 - a. the flesh
 - b. the bones
 - c. the stomach
 - d. the hide
- Why did American Indians use all parts of the bison?

- Why do you think the American Indians honor the bison?

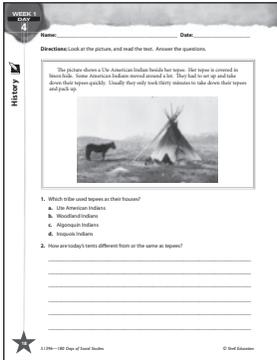
© Shell Education 51396—180 Days of Social Studies

Day 3: Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.

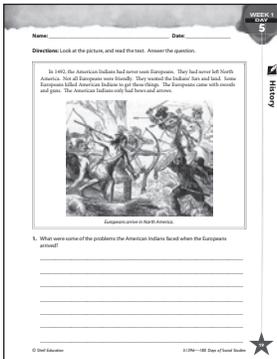


How to Use This Book (cont.)

Using the Practice Pages (cont.)



Day 4: Students analyze an image or text and answer questions. Then, students make connections to their own lives.



Day 5: Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week. This day serves as an application of what they've learned.

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 211) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 212). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 213–214). These charts are also provided in the Digital Resources as PDFs, *Microsoft Word*® files, and *Microsoft Excel*® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 215 for more information.

Name: _____ Date: _____

Directions: Study the map, and read the text. Then, answer the questions.



There are 562 Indian nations in the United States today. They are descended from people who lived here thousands of years ago. In the past, the tribes lived in 10 big regions. The tribes in each area were unique. The tribes in a region lived in the same type of environment. Each environment affected how they lived. The tribes in these large groups had similar lives, cultures, and beliefs.

- Based on the text, what did the Plains Indian tribes have in common?
 - They lived in the same type of environment.
 - They liked the same foods and clothing.
 - They talked to each other and shared many ideas.
 - all the above
- Which two groups do you think might have had some traditions and foods in common?

a. Southeast and Subarctic	c. Arctic and Northeast
b. California and Plains	d. Southwest and Southeast
- Which group lived on lands that became part of the original 13 states?

a. California	c. Northeast
b. Arctic	d. Southwest



Name: _____ Date: _____

Directions: Read the text, study the map, and answer the questions.

The Erie Canal is in New York State. Construction started in 1817, and it was finished in 1825. It runs for 363 miles from Lake Erie to the Hudson River. It was the longest canal in North America. The canal helped the economy of New York. Goods were shipped on it. This helped towns in the western part of New York.

The Erie Canal has 35 locks. A lock is a small section where water levels can be raised or lowered by adding or removing water. This allows boats to move up or down where the land is uneven. Today, the Erie Canal is used mainly for pleasure boating.



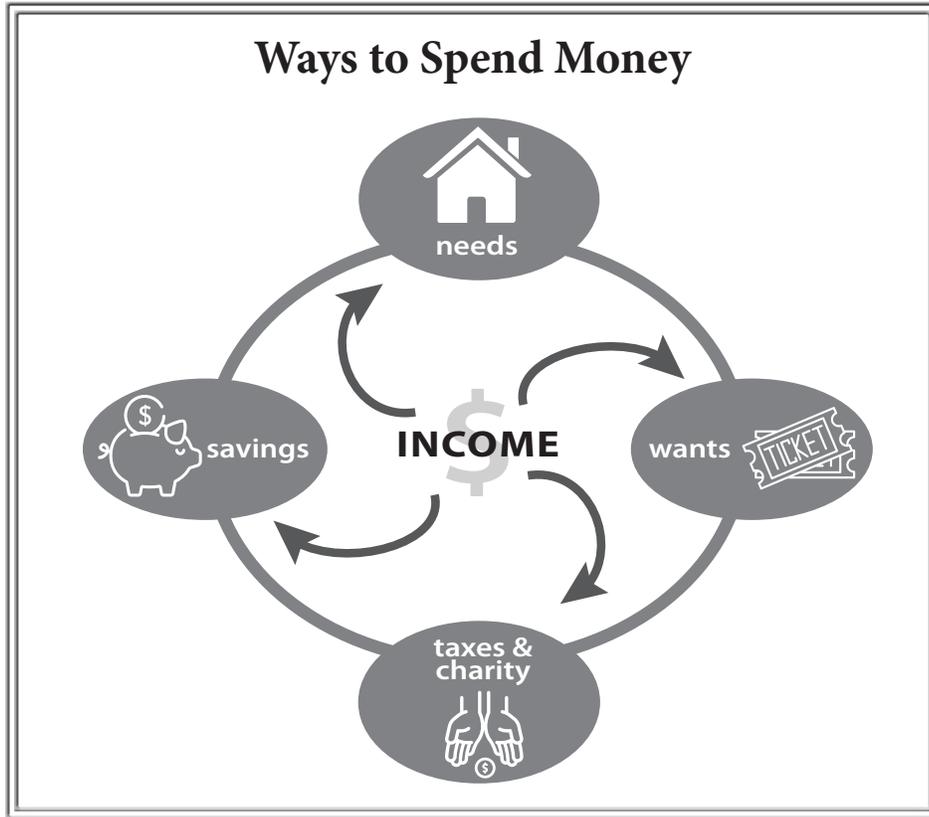
1. Based on the text, how did the Erie Canal help western New York State develop?
 - a. It helped people find areas farther west to settle on.
 - b. It allowed people to bring goods farther west.
 - c. It allowed people to travel faster.
 - d. It helped the economy by shipping goods.

2. Why do you need locks in a canal?
 - a. to keep it safe from thieves
 - b. to stop it from getting dirty
 - c. to raise and lower water levels
 - d. to keep the canal moving at the right speed

3. What special feature did the canal have in 1825?
 - a. It was the widest canal in North America.
 - b. It had fast running water.
 - c. It was the longest canal in North America.
 - d. It had the deepest water.

Name: _____ Date: _____

Directions: Look at the graphic, and answer the questions.



1. How can a family save more money?
 - a. Buy more of what they need.
 - b. Buy more of what they want.
 - c. Look for the best prices on items.
 - d. Ignore the prices of items.

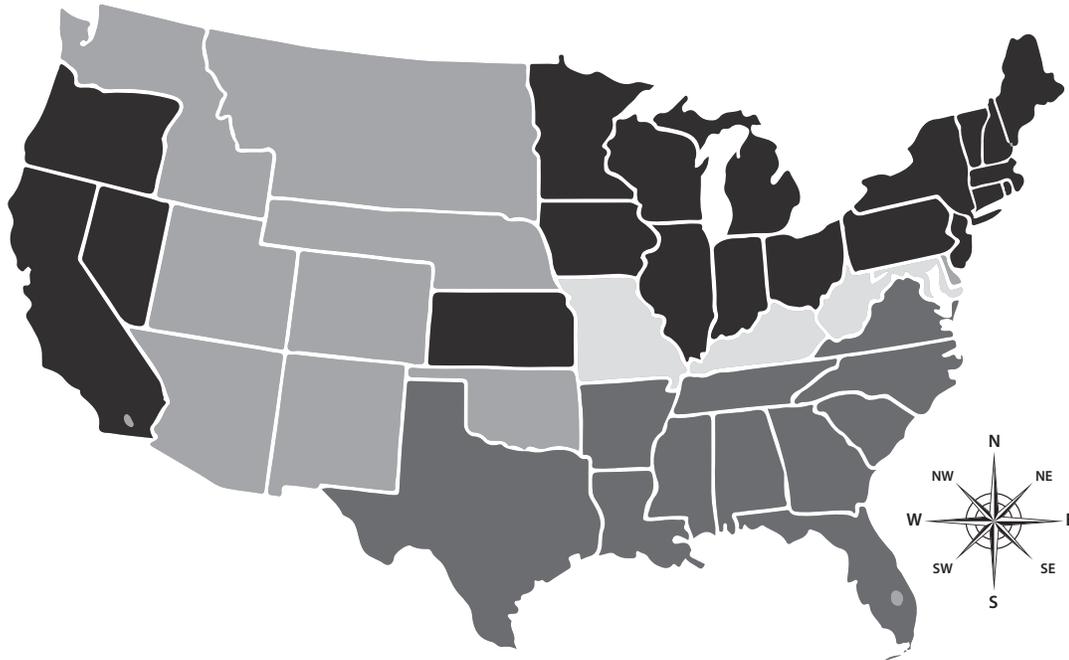
2. We have a responsibility to spend, share, and save our money. That's what makes our economy work. Think about how you and your family spend money. List three ways.

3. Why do you think it's hard to save money?

Name: _____ Date: _____

Directions: Look at the map, and answer the questions.

Union and Confederate States During the Civil War



 Union States

 Confederate States

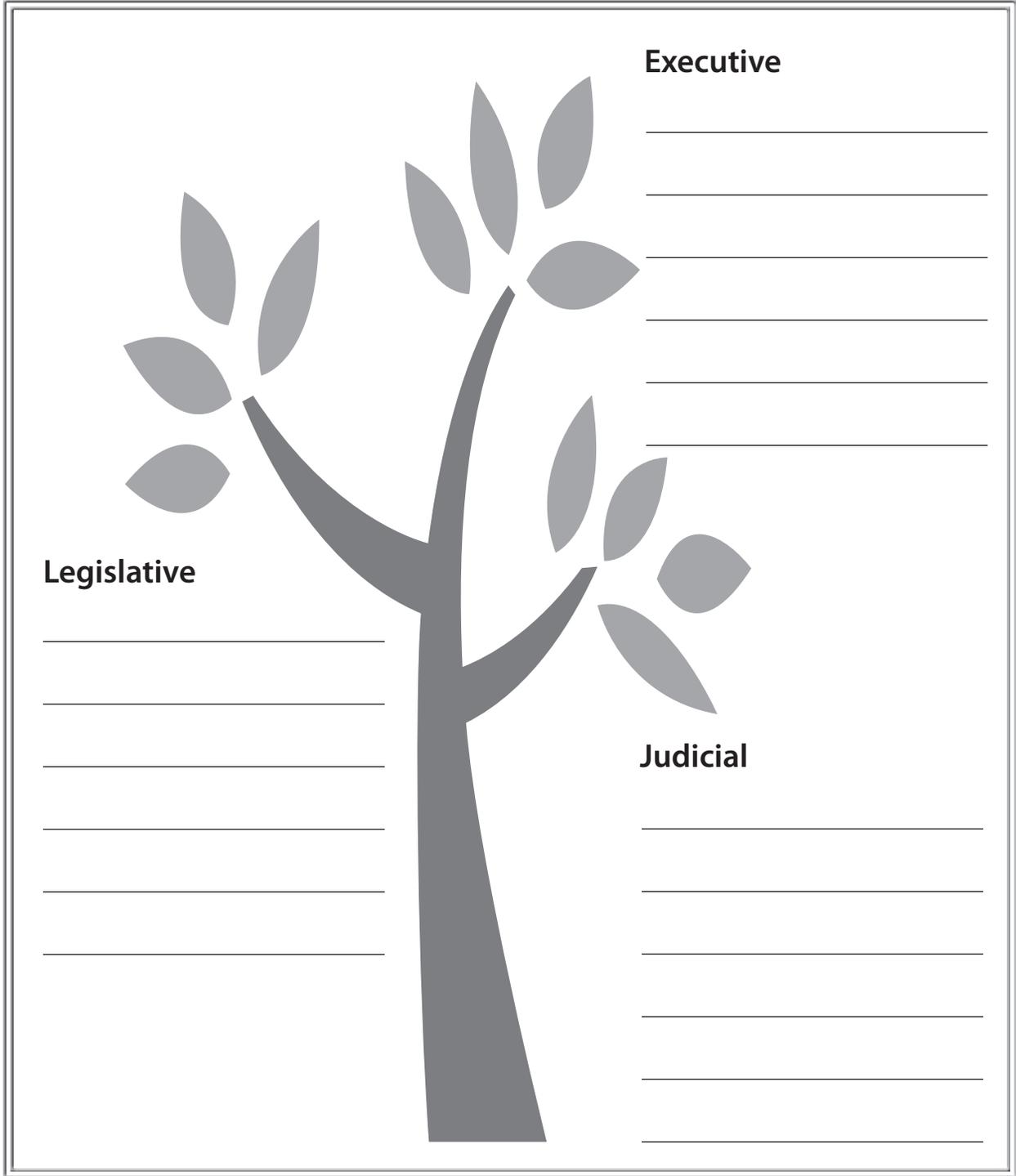
 Border Union States

 Territories

- Where are most of the Union states located?
 - in the South
 - in the middle
 - in the Southeast
 - in the Northeast and West
- Where are the border states located?
 - in the West
 - in the South
 - in the North
 - in the middle
- The United States has many geographical features. Which would be the hardest to fight in: water, forest, swamp, or mountain? Why?

Name: _____ Date: _____

Directions: Fill in the chart. Write what you know about each branch of government. Think about the people and their duties.



Executive

Legislative

Judicial
