

**Fourth Grade Social Studies Overview**  
**“Progress: Connecticut, U.S. Regions, & National Governments”**

**Overarching Objective:** In fourth grade, students will understand the development of Connecticut state history, geography, governance, citizenship and economy as well as the qualities of individual U.S. regions and of our national government.

*By the end of fourth grade, students should know the answers to the following overarching questions:*

**Essential Questions:**

1. How does geography shape the lifestyle, economy, and culture of a region?
2. In what ways is the earth a dynamic planet?
3. What does it mean to be a good citizen in a community, a state, and the nation?
4. Why is it important to understand the history of a region and of a state?

| <b>Unit</b>            | <b>History of Connecticut (September-December)</b>  | <b>Economic Structure of Connecticut (January)</b>  | <b>Citizenship in Connecticut (February-March)</b>   | <b>Geography of Connecticut/U.S. Regions (April-June)</b>   |
|------------------------|---|---|--|---|
| <b>Core Activities</b> | <ol style="list-style-type: none"> <li>1. Read/write about major changes in Connecticut’s history and their impact.</li> <li>2. Research Connecticut’s early inhabitants and important individuals</li> <li>3. Reenact scenes from Connecticut’s history</li> <li>4. Examine primary sources related to Connecticut history</li> <li>5. Investigate the qualities of a good leader</li> <li>6. Study impact of early Connecticut settlers’ ideas</li> </ol> | <ol style="list-style-type: none"> <li>1. Study industry and employment trends in Connecticut</li> <li>2. Invite speaker (historical society, Connecticut historian) to talk about how industry has changed over time and why</li> <li>3. Interview Connecticut government official as a class; gather information about resource allocation &amp; budgets</li> </ol> | <ol style="list-style-type: none"> <li>1. Study the branches of government and how they function.</li> <li>2. Identify a problem within Connecticut and propose a solution in a small group; present to the class</li> <li>3. Read about how to become an American citizen; examine citizenship examination</li> </ol> | <ol style="list-style-type: none"> <li>1. Read/write about impact of landforms and climate on states and regions</li> <li>2. Create map of Connecticut including bordering states, counties, major cities, resources, etc.</li> <li>3. Identify and apply knowledge (through map activities) of the following: Prime Meridian, Equator, the four hemispheres, map key, compass rose, longitude and latitude</li> <li>4. Study mountain ranges, rivers, Great Lakes, etc. in class through games, flashcards, stories, etc.</li> </ol> |

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|---------------------------------|---|---|---|---|
| <b>District Unit Assessment</b> | Create magazine, Power Point or newspaper that illustrates period or theme in Connecticut's history   | Develop a plan to improve Connecticut's economy   | Write a letter to government official about an issue of concern and its solution  | Essay Test: What makes each U.S. region unique?<br>PLUS Graphic organizer test on regional characteristics  |
| <b>Core Assessments</b>         | <ol style="list-style-type: none"> <li>1. Timeline of Connecticut history</li> <li>2. Journal entry from perspective of an historical figure</li> <li>3. Create poem or song as ode to a famous historical figure</li> <li>4. Project or presentation on period of Connecticut history</li> <li>5. Describe in writing how a bill becomes a law OR write an enact a skit that demonstrates the process</li> </ol> | <ol style="list-style-type: none"> <li>1. Write essay on industry in Connecticut; make predictions about future industry</li> </ol> | <ol style="list-style-type: none"> <li>1. Debate on the most powerful branch of government</li> <li>2. Write a letter to the federal government expressing ideas about how to improve the national citizenship test OR Create a new citizenship test and present it to the class</li> </ol> | <ol style="list-style-type: none"> <li>1. Write about how Connecticut's geography (specifically Long Island Sound &amp; proximity to NYC) has impacted its history</li> <li>2. Identify important mountain ranges, Great Lakes, rivers, 50 states &amp; their capitals on a U.S. map</li> </ol> |
| <b>Suggested Field Trips</b>    | <ol style="list-style-type: none"> <li>1) Pequot Museum</li> <li>2) Connecticut Trolley Museum</li> <li>3) New England Air Museum</li> <li>4) Connecticut Historical Society</li> </ol>   |   | <ol style="list-style-type: none"> <li>1) Prudence Crandall Museum</li> <li>2) Hartford capitol building</li> <li>3) Eli Whitney Museum</li> </ol>  | <ol style="list-style-type: none"> <li>4) Connecticut River Museum</li> <li>5) Mystic Seaport</li> </ol>  |

*(see K-5 curriculum guide for specific lessons, activities, resources)*