

Unit 4-1, Fall Semester: The Ripple Effect

Alternate Specialized LEADS Unit

Time frame for units: Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

Theme Overview:

“The Ripple Effect,” was selected as the first marking period interdisciplinary study of New Jersey and the impact of its legends, people and communities in determining environmental, economical, cultural and state accomplishments. The goal of this unit is for students to recognize the influence of their state and appreciate that although it is the third smallest state in the country, it’s presence is felt not only in the metropolitan areas, but nationwide. Through a variety of possible projects, students will research and investigate the people, landmarks, tourist attractions, natural resources, transportation, industry, inventions and other NJ “Firsts” that factor into the makeup of New Jersey. In addition, students will read a variety of genres including expository text, fiction, and realistic fiction, as they simultaneously research topics on suggested websites. The thematic unit will incorporate language arts, social studies and technology standards. Students will be able to work as individuals, on teams and in small groups.

Please refer to LEADS Unit 4-1 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 4th grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: Revolutionary War on Wednesday (DRA 28) by Mary P. Osborne
Weird Club N.J. (DRA 34-38) by Randy Fairbanks (chapters are short stories on different topics)
Buffalo Before Breakfast (DRA 28) by Mary Pope Osborne

NOTE: ***If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.***

Guided Reading: The Lemonade War (DRA 30) by Judy Davies
Abe Lincoln’s Hat (DRA 28) by Martha Brenner
Keep the Lights Burning, Abbie (DRA 18-20) by Peter Ropp

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

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Social Studies Materials

New Jersey Weekly Readers: Jersey Journeys

These newspapers are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

Nonfiction Social Studies Texts:

DRA	Title
3	This is an Island
8	The Lake
10	Ice
12	People Live in the Desert
16	A Safe Harbor
16	Holidays
18	Going up a Mountain
18	Why Do They Come?
20	Sand
20	Caves
20	Grand Canyon Adventure
20	The Story of Ice Cream
22	The Sun
22	Storms
22	Superdome
24	Volcanoes
24	The Appalachian Trail
24	Alaska

The following pages contain the LEADS Unit 4-1 “Ripple Effect”, including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Proposed Unit 4-1: The Ripple Effect
SS Topic: New Jersey

Core Novel

The Stink Files: The
Postman Always
Brings Mice

Guided Reading
Below Level

The Lemonade
War

Guided Reading
On Level

Frindle

Guided Reading
Above Level

No Talking

The Weird Club:
Jersey Devil

Harriet the Spy

Fourth Grade Unit 1

Theme Overview:

As a small stone is thrown into the vast waters, the ripples created by that stone are felt across great distances causing changes in the surrounding areas. The theme, “**The Ripple Effect**,” was selected as the first marking period interdisciplinary study of New Jersey and the impact of its legends, people and communities in determining environmental, economical, cultural and state accomplishments. The goal of this unit is for students to recognize the influence of their state and appreciate that although it is the third smallest state in the country, it’s presence is felt not only in the metropolitan areas, but nationwide. Through a variety of possible projects, students will research and investigate the people, landmarks, tourist attractions, natural resources, transportation, industry, inventions and other NJ “Firsts” that factor into the makeup of New Jersey. In addition, students will read a variety of genres including expository text, fiction, and realistic fiction, as they simultaneously research topics on suggested websites. The thematic unit will incorporate language arts, social studies and technology standards. Students will be able to work as individuals, teams and in small groups.

Essential Question: How has the history of New Jersey impacted

Driving Questions:

- How do personal decisions influence others and the world around them over time?
- What is the correlation of setting and environment in impacting fictional characters’ and real life decisions?
- What are the physical, economical, structural and social factors that make New Jersey the “Garden State”? Is this name still valid today?
- Utilizing multiple literary resources, explain the ramifications of key characters’ actions in determining the outcomes of story plot.

New Jersey Core Curriculum Standards specific to this unit:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

- A.1. Explain how present events are connected to the past.
- A. 2. Apply terms related to time including years, decades, centuries, and generations.
- A. 3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
- A. 4. Organize events in a time line.
- A. 5. Distinguish between an eyewitness account and a secondary account of an event.
- A. 6. Distinguish fact from fiction.

STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

A. 1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).

A. 2. Differentiate between power and authority.

A. 5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

B. State and Nation

B.1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.

B.2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.

E. International Education: Global Challenges, Cultures, and Connections

E.6. Explain why it is important to understand diverse peoples, ideas, and cultures.

E.7. Explain that even within a culture, diversity may be affected by race, religion, or class.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

A. Family and Community Life

A.1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.

A.2. Compare family life in a community of the past to life in a community of the present.

A.3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.

A.4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.

A.5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.

A.6. Describe situations in which people from diverse backgrounds work together to solve common problems.

B. State and Nation

B.1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.

B.2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.

B.3. Discuss New Jersey's role during the American Revolution.

B.5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.

B.7. Describe the population shift from the farm to the city in New Jersey.

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

B. Economics and Society

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- B.1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
- B.2. Describe products and services that are developed, manufactured, or grown in New Jersey.

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.'

A. The World in Spatial Terms

- A.1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
- A.2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
- A.3. Estimate distances between two places on a map using a scale of miles.
- A.4. Identify the major cities of New Jersey, the United States, and the world.
- A.5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.
- A.6. Locate time zones, latitude, longitude, and the global grid.

B. Places and Regions

- B.1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).
- B.2. Explain changes in places and regions over time and the consequences of those changes.
- B.3. Describe the geography of New Jersey.
- B.4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).

C. Physical Systems

- C.1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.

D. Human Systems

- D.1. Describe the development of transportation and communication networks in New Jersey and the United States.
- D.2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.

E. Environment and Society

- E.1. Differentiate between living and non-living natural resources.
- E.2. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.

Materials

Suggested Core Novel:

The Stink Files: The Postman Always Brings Mice by Holm & Holm (C)

Alternative Core Novel and/or guided reading selections:

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No Talking by Andrew Clements (C)
Harriet the Spy by Louise Fitzhugh (C)
The Weird Club NJ: The Jersey Devil by Randy Fairbanks (C)
Frindle: by Andrew Clements (A)
The Lemonade War: by Judy Davies (E)

Textbook: Harcourt Brace: States and Regions

Textbook: McGraw Hill McMillan: Just a Dream

New Jersey From Sea to Shining Sea
New Jersey Native Peoples
The Jersey Journeys Weekly Newspaper (to be shared at grade level)

Independent Reading/Research:

Scott Foresman Pearson leveled readers:

Title	F & P Level	DRA	Lexile
Conflict in the Colonies	T	44	1030L
When Everyone Became a Hero	S	44+	970L
The Shape of our Land	P	38	1060L
Landforms and Waterways	S	44+	1160L
The Heroes of 9/11	P	38	820L
Choosing Freedom	R	40	980L
The War for Independence			
Turning Points in the Fight for Freedom			
From Sea to Shining Sea	Q	40	810L

Teacher Resources:

New Jersey

http://www.state.nj.us/hangout_nj/

A great website that includes information on the history, government, famous firsts, and symbols of New Jersey. It is an easy site for students to maneuver through.

<http://www.celebratenj.org/>

The Celebrate NJ! School Program engages students in the activities of research, reading, and writing as they learn about many aspects of New Jersey history, people, places and events.

<http://www.infoplease.com/ipa/A0108246.html>

Interesting and useful facts about New Jersey.

<http://www.50states.com/bio/newjerse.htm>

List of famous people from New Jersey. Possible resource for small projects.

New Jersey Lenape Indians

<http://www.usgennet.org/usa/nj/state/Lenape.htm>

Informational text on the Lenape Indians.

<http://www.geocities.com/bigorrin/lenapekids.htm>

Interesting facts and links about the Lenape Indian culture.

Weird NJ

<http://www.weirdnj.com/misc/main.asp>

Full of stories about strange things that have occurred in NJ. Could be used for a project idea.

<http://www.weirdclub.com/>

Letters from kids about weird or strange things that they have witnessed.

The Lemonade War

<http://www.lemonadewar.com/>

A great website with a biography and interactive activities including daily mathematical problems.

http://www.houghtonmifflinbooks.com/readers_guides/davies_lemonade.shtml

Activities and a discussion guide for *The Lemonade War*.

No Talking and Frindle

<http://www.andrewclements.com/index.shtml>

An Andrew Clements website which includes summaries of his books and a brief biography Frindle

<http://missryan.matt-morris.com/frindle.htm>

Frindle online Jeopardy to be used after the students complete the novel.

<http://www.multcolib.org/talk/guides-frindle.html>

Discussion questions and activities for *Frindle*.

Middletown Township Public Library

<http://www/mtpl.org>

With a Middletown Township library card, students, teachers and families can log on to the library website and have access to a variety of databases to find supplemental materials for research, pbl's and other needs.

Suggested Student Activities:

Theme introduction activities:

1. Discuss how a ripple effect works.
2. Relate the ripple effect as a metaphor in analyzing the students' lives. Ask students to examine the effects of their personal decisions. How did those decisions affect them personally? How did those decisions affect their families? Friends? Environment? Town? School? Community, etc.?
3. Explore the possibilities of the ripple effect in the state of New Jersey.

Core Text Activities:

1. Listen to daily read-alouds and discuss vocabulary words. (Teachers are responsible for selecting vocabulary words for their classroom word walls. This allows for differentiated instruction and targets the classroom's specific needs.)
2. Predict possible outcomes and the ramifications of the characters' actions.
3. Critique and appraise decisions made by the characters, citing specific examples from the text.
4. Make inferences using textual information and providing supporting evidence.

Suggested Short Term Projects (2-4 weeks) that could result in long-term PBL's (entire mp)

***WW** indicates correlation to Writing Workshop objectives.

1. ***Student Dossier*** (suggested for Back To School Night presentation)
***WW**

Students will create a file about their lives, which of course take place in New Jersey. They can include pertinent information about significant events in their lives, physical

descriptions, relationships and photos. *Alternative Project:* Create a timeline chronicling important events in their lives, include photos and drawings.

2. County Coins

- a. Students will research a NJ county using the internet and various texts to gather pertinent details about their selected county.
- b. Students will design a coin representing their county.
- c. Students will write fact list about their coin including:
 - i. Region of NJ (Piedmont, Atlantic Coastal, Ridge and Valley, Highlands)
 - ii. Description of the coin: why the featured artwork is relevant to the county.
- d. Students will submit artwork, fact paragraph and cover letter to www.celebrate.nj.org for publication on website.

3. Weird NJ Magazine Article

***WW**

- a. Read Weird NJ Club books with students. Visit Weird NJ websites.
- b. See Template posted on Shared Outlook Folder: 4th Grade Elementary SS.
- c. Give students a copy of the template.
- d. Ask students to select a “weird” place, person or thing in their community.
- e. Students should take 3 pictures of the person, place or thing...with permission from the owner or person.
- f. Students will bring in 3 digital images for teacher to post in the “My Pictures” Student Folder on the computer. (If students do not have access to a digital camera at home, they can bring in 3 hard copies and teacher can scan them into computer using the scanner provided in all school computer labs.)
- g. Students should conduct research at home and at school through interviews, internet research and library books.
- h. Students will write articles as outlined in template.
- i. Students will keyboard information into the template using laptops or Computer Lab time with General Ed. Teacher.
- j. Students will peer conference before conferencing with teacher.
- k. Students will conference with teacher and then make necessary revisions.
- l. Students will print magazine articles and post the articles in a central location for school community to read.

4. NJ Travel Brochures

- a. Students will research NJ using internet and various texts.
- b. Students will create brochure on computer using Microsoft Publisher or using art supplies in classroom.
- c. Students will create a three fold brochure giving the highlights of a famous place in NJ. The brochure can include: photos, drawings, prices, directions, history, endorsements, etc.

5. NJ Family Vacation

***WW**

- a. Students will plan a vacation in New Jersey for their family. (It can be a one day trip, or a week long trip.)
- b. Students will select destinations and explain why they chose the destinations.
- c. Students calculate the round-trip distance from their home to this destination, and any other subsequent destinations.

- d. Students need to calculate the cost of traveling to the destinations. (gas, tolls, admission, food, souvenirs, lodging, etc.)
- e. Students will write a brief report outlining their vacation plan. They can include an itemized expense list, travel itinerary, any brochures or information they gather online. Reports can be typed or handwritten depending on access to computers. All reports should be neat and easy to read.

6. Garden State Debate

Near the end of the first marking period, students will have a debate arguing the state slogan, "The Garden State." Is this name valid today? Why or why not? Students will be expected to use research they have gathered throughout the marking period to support their stance. Students are expected to work in teams. They should have visuals, research and they can incorporate Power Points to assist their debates.

7. NJ Newsmakers

- a. Students will select a famous person from New Jersey.
- b. Students will research this person and explain how this person's life, actions and personal decisions affect society.
- c. Students will present their research in an oral presentation.
- d. Using a poster board, students can design cutouts for their head and hands. Then utilizing arts and crafts materials in the classroom, design a background that represents this person.
- e. Speaking in the first person, students will impersonate this famous person and present for 3-5 minutes. They should include several interesting facts and bring in artifacts relevant to this person's life.
- f. All poster boards can be displayed for the entire school community to enjoy.

Alternative: NJ Tea Party: Come in costume to a classroom tea party acting as your famous person while enjoying delicacies from NJ. Students are responsible for bringing in state treats.

Long-term PBL of a "Lenape Life Experience Day."

(Students would invite younger classes to their interactive "museum.")

1. Students will research the Lenape Indians and choose a focus for the *Lenape Life Experience Day*. Topics could include:

- Fashions
- Hunting: weapons, methods, gender roles
- Housing
- Government
- Cooking: Types of food, preparation methods
- Rituals and Celebrations: Weddings, Funerals, etc.
- Artifacts: Pottery, Jewelry, Tools
- Games
- Dancing
- Religion
- Agriculture
- Childcare
- Daily Life Experiences
- Artwork

2. Students will decide how they will present their research. Presentations could include:
 - Journal Entries
 - Newspapers
 - Replications of Artifacts: computer designed or handmade
 - Skits
 - Demonstrations
 - Storybooks
3. Students will complete work with a partner, independently or in small groups (2-3). All work is to be completed during center time in class. Students may use classroom materials or bring in supplies from home as needed.
4. Students will participate in Lenape Life Experience Day.
5. Students will self-evaluate their final pieces and explain the process of creating their pieces. Students will evaluate each other's work as well.

Long-term PBL: New Jersey Transition Timeline

***WW**

1. Students will research a topic specific to New Jersey.
2. Students will document the **Ripple Effect** of this topic through time. For example:
 - a. Examine a NJ town, city, or village and demonstrate how the demographics have changed over time.
 - b. Examine a NJ cultural group and analyze how that group has changed over time.
 - c. Examine a structure, like lighthouses or transportation venues, and how things have changed over time.
3. Students will be expected to utilize computer graphics, drawings, and various software to create their timelines. Teachers will provide classroom center time to conduct research and publication.
4. Students will hypothesize the future outcomes for their topic based on their research. Students will be expected to support their hypotheses with evidence from their timelines.
5. Share timelines with classmates and post in central location to share with school community.

Long-term PBL: Garden State ABC Book

***WW**

1. Students will research various places and people in New Jersey.
2. Students will record their research.
3. Students will find a NJ topic for each letter of the alphabet.
4. Students will use Storybook Weaver to publish their books or they can make handmade books depending on access to computers or laptops.

Assessments:

- Informal daily observations
- Writing Conferences
- Anecdotal Notes
- Guided Reading and Writing Sessions
- Teacher-Designed Rubrics
 - Writing
 - Oral Presentation
 - Open-Ended Scoring Rubric
 - Final Project