

# Proposed Unit 4-2: Rebels on the Rise

## SS Topic: Northeast and Southeast Regions

(North: ME, NH, VT, MA, CT, RI, NJ, NY, PA, DE, MD)  
(South: VA, WV, NC, SC, GA, FL, LA, MS, AR, AL, TN, KY)

Core Novel  
The Breaker Boys

Guided Reading  
Below Level

Riding  
Freedom

Revolutionary  
War on  
Wednesday

Guided Reading  
On Level

Because of Winn Dixie

Guided Reading  
Above Level

Tales of  
Despereaux

Trouble Don't  
Last

## **Fourth Grade, Unit 2**

### **Theme Overview:**

Citizens revolting against conformity and human injustices trigger the impetus of change in our society. The theme, “**Rebels on the Rise**,” was selected as the second marking period interdisciplinary study of the Northeast and Southeast regions and the impact of its legends, people and communities in determining environmental, economical, cultural and regional accomplishments. The goal of this unit is for students to recognize the influences of the Northeast and Southeast regions. Through a variety of possible projects, students will research and investigate the people, landmarks, tourist attractions, natural resources, transportation, industry, inventions and civil rights movements that are the foundations of the United States. In addition, students will read a variety of genres including expository text, historical fiction, fantasy, 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.

### **Driving Questions:**

- **How does desperation act as an impetus for change?**
- **Compare and contrast the differences between the Northeast and Southeast regions. How do the natural resources, cultural beliefs, physical features, history, and industry affect the citizens of those regions?**
- **How does your birth family affect your role in society?**
- **Analyze the role of a rebel (colonists, slaves, civil rights activists) in creating changes to promote human compassion, civil rights and national legislation.**

### **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. 3. Recognize that government exists at the community, county, state, and federal levels.
- A. 4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.
- 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.
- B.3. Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.
- B.4. Evaluate the importance of traditions, values, and beliefs, which form a common American heritage in an increasingly diverse American society.

## **C. The Constitution and American Democracy**

- C.1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.
- C.2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.
- C.3. Identify major services provided by state and local government.
- C.4. Delineate the respective roles of the three branches of the federal and state governments.

## **D. Citizenship**

- D.1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.
- D.2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).
- D.3. Describe the process by which immigrants can become United States citizens.

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

- E.1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.
- E.2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.
- E.3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.
- E.4. Outline the purposes of the United Nations.

- E.5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
- E.6. Explain why it is important to understand diverse peoples, ideas, and cultures.
- E.7. Explain that even within a culture, race, religion, or class may affect diversity.
- E.8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
- E.9. Examine common and diverse traits of other cultures and compare to their own culture.
- E.10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.

**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.4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
- 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.6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
- B.7. Describe the population shift from the farm to the city in New Jersey.
- B.8. Discuss the value of the American national heritage including:
  - Diverse folklore and cultural contributions from New Jersey and other regions in the United States

- History and values celebrated in American songs, symbols, slogans, and major holidays
- Historical preservation of primary documents, buildings, places of memory, and significant artifacts
- Stereotyping and discuss how it impacts self-image and interpersonal relationships.

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

**A. Economic Literacy**

- A.1. Distinguish between goods (e.g., objects) and services (e.g., activities).
- A.2. Distinguish between a want and a need and explain how to choose needed goods and services.
- A.3. Explain the three functions of money in the economy.
  - ✓ Medium of exchange (e.g., buying)
  - ✓ Measure of value (e.g., price comparison)
  - ✓ Store of value (e.g., saving)
- A.4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.
- A.5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.
- A.6. Define consumers as buyers and producers as workers and sellers.
- A.7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
- A.8. Describe how to earn and save money in order to purchase a needed or desired item.

**B. Economics and Society**

- 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 Breaker Boys* by Pat Hughes **(C)**

### **Alternative Core Novel and/or guided reading selections:**

*Tales of Desperaux* by Kate DiCamillo **(C)**

*My Brother, My Enemy* by Madge Harrahy **(C)**

*Trouble Don't Last* by Shelley Pearsall **(C)**

*Because of Winn Dixie* by Kate DiCamillo **(A)**

*Riding Freedom* by Pam Munoz Ryan **(E)**

***Revolutionary War on Wednesday* by Mary Pope Osborne (E)**

*Textbook: Harcourt Brace: States and Regions*

*Textbook: McGraw Hill McMillan:*

## Independent Reading/Research:

Scott Foresman Pearson leveled readers:

| Title                                    | F & P Level | DRA | Lexile |
|--|-------------|-----|--------|
| Along the Coast of Florida               | Q           | 40  | 880L   |
| Baseball Heroes                          | P           | 38  | 890L   |
| City Life: Then and Now                  | V           |     | 880L   |
| The Civil Rights Movement                | R           | 40  | 1090L  |
| Fighting for Florida                     | O           | 34  | 900L   |
| Growing and Changing Cities              | S           | 44  | 880L   |
| Roots for the Blues                      | P           | 38  | 870L   |
| We Shall Overcome                        | O           | 34  | 900L   |
| Jamestown                                | P           | 38  | 810L   |
| John Smith and the Survival of Jamestown | U           | 44+ | 950L   |
| Abraham Lincoln: Great Man, Great Works  | O           | 34  | 680L   |

## Teacher Resources:

### Region's Tour Outline for all 5 regions

<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>

### Touring the Mayflower

[http://www.scholastic.com/scholastic\\_thanksgiving/voyage/tour.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm)

A tour of the Mayflower and information about the early Pilgrims

### Jamestown, Virginia

<http://www.jamestown2007.org/kids-jamestown-adventure.cfm>

Interactive game to learn about the first permanent English settlement, Jamestown, Virginia

### Revolutionary War

<http://www.multied.com/revolt/>

An informational teacher resource about the causes of the war, main events and battles, legends, and documents.

<http://members.aol.com/TeacherNet/Revolutionarywar.html#AfricanAm>

Multiple links to people, events, and other resources that impacted the Revolutionary War

### Industrial Revolution

<http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html>

Informational website on agriculture, transportation, labor, and industry

### Understanding Slavery

<http://school.discoveryeducation.com/schooladventures/slavery/>

A wonderful user-friendly website to learn about slavery throughout the world, past and present

### **Underground Railroad**

<http://www.nationalgeographic.com/railroad/>

Interactive website that takes the students on a journey through the Underground Railroad

### **Civil Rights Movement**

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/index.html>

An informational teacher resource about the Civil Rights Movement from 1955-1965

### **The Breaker Boys**

<http://www.carolhurst.com/titles/breakerboys.html>

A review, questions, and activities for Breaker Boys

[http://www.pennhighlands.edu/library/onebook/breaker\\_boys.htm](http://www.pennhighlands.edu/library/onebook/breaker_boys.htm)

Links full of coal mining information and history

### **The Tale of Despereaux**

[http://www.candlewick.com/book\\_files/0763617229.mis.1.pdf](http://www.candlewick.com/book_files/0763617229.mis.1.pdf)

A complete teacher's guide

<http://www.emints.org/ethemes/resources/S00002007.shtml>

Multiple links about literature circles, discussion topics, and activities

### **Because of Winn Dixie**

[http://www.mce.k12tn.net/dogs/dixie/because\\_of\\_winn\\_dixie.htm](http://www.mce.k12tn.net/dogs/dixie/because_of_winn_dixie.htm)

Online activities, such as, crossword puzzles, and information on topics presented in the novel

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=866](http://www.readwritethink.org/lessons/lesson_view.asp?id=866)

Writing activities to accompany the novel

### **Trouble Don't Last**

<http://www.randomhouse.com/catalog/display.pperl/display.pperl?isbn=9780440418115&view=tq>

A summary with theme and curriculum connection ideas

### **Magic Tree House: Revolutionary War on Wednesday**

[http://www.randomhouse.com/kids/magictreehouse/revolutionary\\_war.html](http://www.randomhouse.com/kids/magictreehouse/revolutionary_war.html)

Trivia questions and links to Revolutionary War information and sites

[http://www.mce.k12tn.net/reading27/revolutionary\\_war\\_on\\_wednesday.htm](http://www.mce.k12tn.net/reading27/revolutionary_war_on_wednesday.htm)

Questions to assist the novel separated by chapters

### **Riding Freedom**

<http://www.pammunozryan.com/free.html>

This page also links to other discussion questions

## Audio-Visual

### Movies

*Because of Winn Dixie* (compare and contrast to the novel)

*The Tale of Despereaux* (to be released in theaters December 2008)

### National Geographic Video Clip Library

<http://video.nationalgeographic.com/video/>

MLK Remembered (brief overview of the Civil Rights Movement)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

Videos and clips on the Northeast and Southeast regions of the United States, slavery, the Underground Railroad, natural resources, the Civil War, the Revolutionary War, and other events throughout history that has effected the North and South regions of the United States.

### 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 the idea of rebelling. What does it mean to rebel against something?
2. Brainstorm the characteristics of a rebel and write them on the board or chart paper.
3. Let students meet in small groups to create lists of contemporary or historical rebels, with examples of their "rebellious behaviors."
4. Justify why rebels are positive or negative influences in our society in a reading journal entry.

#### *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.
5. Make revisions to original predictions with text supported evidence.
6. Take notes and summarize significant historical events for use with PBL's.
7. \*Notebooks

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

**You Can't Stop the Beat!** (This project can be adapted for all regions and students could create a music company or portfolio compilation.)

1. Research various music from different the US regions being studied. Examine style, history and connection to unit themes (such as rebels, home, outdoor adventures).
2. Select a song that best represents the unit theme and write an explanation as to the connection this music has to an American historical event.
3. Pick a topic tied to the unit theme, and create a musical artist or band that would sing songs about that topic.
4. Create a track list of songs tied to the topic. They could be real or new ones produced by the "musical artist/s."
5. Select an original song track and write lyrics for the title. Lyrics should include vocabulary appropriate for the event or time period.
6. After finishing the song, make a CD jacket. The outside pieces should have artwork relevant to the musical artist/s and time period, as well as track lists.
7. The inside of the jacket should feature the new song lyrics.
8. Depending on access to computers, work can be published on Print Shop or created with classroom materials.

**Playwrights Unite!**

1. Students will select a historical figure or fictional character who rebelled and created change within the Northeast and Southeast regions.
2. Students will research that person's life and write a short bibliography about that person's life.
3. Students will gather various clipart, documents, tributes, and artifacts pertinent to that person's life.
4. Students will write a short skit or play starring that person and key figures in his or her life.

5. Students will create a PLAYBILL featuring the biography, artwork, play, tributes, etc. Teachers will show students what a Playbill looks like.
6. Students will use a variety of classroom art materials and computers to publish a Playbill.

### **Show Me the Money:**

1. Economy Quilts/ NE and SE industry (See Shared Outlook folder for blank template)
2. Select a location in the NE and the SE to compare and contrast.
3. Research weather in selected NE and SE locations for each season. Create a graph to document the weather in both areas.
4. Create a fact sheet about historical events in both locations.
5. Make maps of natural resources.
6. Make a pie chart of the demographics of your selected locations. Consider culture, religion, education, race, age, etc.
7. Create a company and design a product that would be appropriate for either the NE or SE region. Include previous documents to persuade your business associates to invest in your company. Other items to be included: Product Sample, picture of product, cover letter to business associates, packaging, transportation of product, labor costs, materials needed for the product, etc.
8. Pitch your product during a classroom presentation.

### **Fifty Years Later!**

1. Research Brown vs. the Board of Ed.
2. Does everyone have an equal opportunity education?
3. Write an editorial article.
4. Include a plan of action for change
5. Give real evidence to support the decision.
6. Participate in a classroom debate based on your research. Include visual examples such as film clips, Power Point or pictures.

### **Slavery: A Thing of the Past?**

The issues of slavery became the central focus of American politics in the 19th century. Ask students to research the major political issues regarding slavery such as the Black Codes, Emancipation Proclamation, Fugitive Slave Acts, Compromise of 1850, and the 13th Amendment. Have them construct a timeline that reveals the growing concerns about slavery during this time. Which historical figures credited with ending slavery? How did issues of American slavery continue into the 20th century? 21st century?

Extensions:

1. Compare and contrast slavery across countries, history, race, gender, religion, and age.
2. Give examples of slavery in contemporary society.

### **Take Action!**

Students will work in groups to start a rebellion.

1. Brainstorm ideas of possible issues.
2. Break into groups.
3. Research the topic.
4. Make a plan to take action. Students will consider:

- a. Goals and Possible Outcomes: What exactly do they want to change or resolve? What is the desired outcome? What will it take to satisfy them?
- b. Outreach: Who is your target audience? Who can help you create change? Who can fund your rebellion?
- c. Petitions: What will you say? Who will you ask for help?
- d. Protests: Is it appropriate to strike in this instance? What will they wear? What will the signs say? Will it be a peaceful or violent demonstration?
- e. Media: Write actual letters to editors of newspapers or send out press releases to the media.
- f. Signage: Design a logo for the rebellion and create signs to display in the surrounding areas. What colors will you use? Will you have a website? What will it be titled?
- g. Present action plan to class for feedback.
- h. Actually start the rebellion.

### Help Wanted

1. Research the Industrial Revolution.
2. Research American made products.
3. Design a new product or improve upon an existing product to enhance your lifestyle.
4. Design a factory to make the product.
5. Create employee job descriptions, including pertinent details as to the age of the employee, benefits, safety condition, payment, job responsibilities and job titles. Students may need to create more than one job description in order to meet the needs of the factory.
6. Advertise jobs on classroom "Help Wanted" board.
7. Fellow students will apply and interview for the jobs. They should include a cover letter and resume, time permitting.

### Long- term Region PBL's:

#### USA Regions Scrapbook

Students will travel to predetermined locations throughout the United States using online virtual field trips, books and classroom resources to gather information about the different regions. Using journal pages (available on link below) and creating scrapbook pages, students will document their learning experiences. Teachers can add "center" activities to accompany various destinations. The artifacts created will go in the scrapbook.

#### Region's Tour Outline for all 5 regions

<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>

Scrapbook materials needed include:

- 3 ring binder
- Sheet protectors
- Journal pages
- Paper: construction, colored copy, assorted scrapbook, colored tissue
- Markers
- Fancy scissors
- Stickers
- Ink stamps and pads
- Colored pencils

- Any brochures, clipart or photos

students compile

## **Backpacking through the USA**

Students will create backpacks or valises for each region. Students will visit websites, read books, conduct interviews and watch video clips to ascertain the key accomplishments, natural resources, history, economics, landscape and other cultural phenomena of that region. Students can utilize folders, large envelopes or construction to design their backpacks or valises. Student created documents to include in the backpacks or valises could include:

- Maps
- Brochures
- Postcards
- Pictures/Photos
- Stickers
- Fashions & Accessories
- Travel Itinerary
- Coupons
- Tickets to Tourist Attractions or Events
- Interviews with famous people
- Newspaper articles about their travels

### **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