

**Stratford Public Schools Social Studies Curriculum
Grade 4 - Unit 3**

Unit Name: Connecticut - Its Settlement and People

Est. # of Lessons: 16 - 18

Synopsis: Students will examine the impact of important events, people and places on Connecticut's history. They will trace and explain immigration patterns in Connecticut over time.

STUDENT LEARNING GOALS

Content-Specific Powered Standards

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world

- 1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history
- 1.6 – Describe patterns of human movement across time and place.
- 1.3 - Demonstrate an understanding of significant events and themes in world history.

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information

- 2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).
- 2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness

- 3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

Interdisciplinary Standards (as appropriate)

Key Vocabulary

Immigrant, immigration, historical site, origins, settler, settlement, prosper, cause and effect, point of view, timeline

Enduring Understandings

- People, places, and historical events have contributed to Connecticut's rich history.
- Many Europeans explored and colonized Connecticut and the east coast of the United States.
- Primary sources give the reader an historical point of view. Secondary sources are interpretations of primary sources.

Essential Questions

- What events, people and historical sites are important in Connecticut history?
- What countries did immigrants come from, where did they settle and why?
- How does point of view effect accuracy of historical events?

Learning Objectives / Grade Level Expectations

Students will:

- Identify events, people and historical sites important in Connecticut history (e.g., Mark Twain, Samuel Colt, Harriet Beecher Stowe, Nathan Hale). (GLE # 3)
- Analyze the impact of individuals on the history of Connecticut. (GLE # 4)
- Trace and explain immigration patterns of settlement in Connecticut over time. (GLE #11)

- Trace the national origins of prominent individuals – past and present – in Connecticut. (GLE #6)
- Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.(GLE #25)
- Distinguish between useful and irrelevant information. (GLE #26)
- Write a three-or-more paragraph essay using evidence to describe historical events, people and/or places. (GLE #27)
- Evaluate the accuracy of different sides/points of view of one event. (GLE #31)

ASSESSMENT PLAN

Summative Assessment(s)

- Construct a timeline of important events in Connecticut history
<http://www.kids.ct.gov>
- Biography Project
Bio Bottle of Famous Connecticut Person
http://en.wikipedia.org/wiki/List_of_people_from_Connecticut

Formative and Diagnostic Assessment(s)

- Pre-Assessment
- Make a list of places you have visited in Connecticut.
- Classroom discussions
- Student work