Kansas and Regions of the United States

This course focuses on the similarities and differences across Kansas and the regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) to promote geographic and historical awareness and civic competency. A sense of place, an individual’s role in the community and state, the influence of geography and economics on decision making, and the historical context of the state and regions are key elements for developing this competency. The four disciplines of history, geography, economics, and civics that constitute the social studies are totally integrated in this course. The goal is for students to use their understanding of various course topics to problem-solve how Kansas is similar and different from five regions in the United States. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

Units in fourth grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with some consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the fourth grade.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts &
Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

As they prepare to teach “Kansas and Region of the United States” in fourth grade social studies course, teachers should review the Profile of the 21st Century Learner, Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education, and Geography for Life: National Geography Standards, Second Edition from the National Council for Geographic Education (NCGE).

Connecting with Past Learning

Students should possess a general understanding of the concept of past and present, their personal history (sense of self), their family history, and their community’s history. Students should be able to identify basic characteristics about their communities, such as rural or urban, and compare and contrast it with other communities. They should be able to identify the major symbols that represent Kansas and the United States. Students should have experience with identifying and asking questions of primary sources to make observations and inferences. They should have experience with some of the History/Government and Social Studies Practices and should be aware of the discipline’s ways of thinking or habits of mind.

Connecting with Future Learning

The skills and content taught in fourth grade will be used as background and prior knowledge for future pursuits in the discipline. In fifth grade students will link state and regional history with early national history. The study of regions in fourth grade provides the skills of comparative analysis needed for the sixth grade course in ancient civilizations and the seventh grade course in world geography. In fourth grade, students will examine Kansas history through the social studies themes, whereas in seventh grade students will engage in an in-depth, chronological study of the history of Kansas. Critical components of their experience in this social studies course should include reading, writing, and speaking and listening about Kansas and regional studies. Students should also be able to recognize, evaluate, analyze the context, investigate, construct and create, and problem-solve specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for
students to learn, for example, about Lewis and Clark as explorers without also learning the Corps of Discovery and the Louisiana Purchase so they do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

The fourth grade course focuses on building an understanding of similarities and differences across Kansas and the regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem-solving skills.

**History (H)**

In this unit, students will recognize and evaluate the significant people and events that shaped Kansas and the other regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and Pony Express Route on continuity and change in the United States and compare these routes with transportation routes in other regions of the country.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>transportation systems, migration, communication systems, commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>People/Roles</td>
<td>civic and cultural leaders (e.g., Black Bear Bosin, Charles Curtis, Robert Dole, Wyatt Earp, Amelia Earhart, Dwight Eisenhower, Langston Hughes, Alf Landon, Carry A. Nation, Gordon Parks, William Allen White), explorers (e.g., Francisco Coronado, Lewis and Clark, Stephen H. Long, Zebulon Pike), entrepreneurs (e.g., George Washington Carver, Clyde Cessna, Walter Chrysler)</td>
</tr>
<tr>
<td>Places/Institutions</td>
<td>Regions of the United States (e.g., Midwest, Northeast, Southeast, West, Northwest), Kansas</td>
</tr>
<tr>
<td>Events</td>
<td>Oregon-California Trail, Santa Fe Trail, Pony Express</td>
</tr>
</tbody>
</table>

**Skills**

- Frame historical questions
- Recognize historical perspectives
- Analyze multiple perspectives
- Recognize source and context for primary sources
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (KCCRS RI.4.1)
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (KCCRS RI.4.3)
• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade four topic or subject area. (KCCRS RI.4.4)
• Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (KCCRS RI.4.5)
• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (KCCRS RI.4.6)
• Write informative/explanatory text to examine a topic and convey ideas and information clearly. (KCCRS W.4.2)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (KCCRS W.4.9)
• Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (KCCRS SL.4.4)

Sample Compelling Questions

• What choices did travelers make as they prepared for trail travel and what were the consequences? (Standard 1)
• What are the responsibilities of explorers? (Standard 2)
• Why do countries make the decision to explore? (Standard 3)
• How have famous Kansans changed our society? (Standard 4)
• What are the human consequences of using or living by transportation routes in the 1800s? (Standard 5)

Civics/Government (CG)

In this unit, students will recognize and evaluate the rights and responsibilities of citizens. Students will examine the individual’s role as a citizen of the community and state. They will determine how people can participate in government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty, such as, engaging in one or more of the following opportunities: serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

In this unit, students will examine the services provided by local and state governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of state governments. They will recognize that all states have constitutions, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local, state, and national governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>rights and responsibilities, common good, constitution, civic duty, branches of government (legislative, judicial, executive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People/ Roles</td>
<td>governor, senator, representative, citizen, president</td>
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</tbody>
</table>
Fourth Grade

Places/Institutions  capitol, capital, Topeka, student’s city and county

Events  jury duty, community service, elections

Skills

- Demonstrate cooperation and compromise in roles of leadership and participation
- Exhibit good citizenship skills, such as, showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. (KCCRS SL.4.1)
- Follow agreed-upon rules for discussions and carry out assigned roles. (KCCRS SL.4.1b)

Sample Compelling Questions

- What are the consequences of people being good citizens? (Standard 1)
- How does the Kansas Constitution protect the rights of the citizens of Kansas? (Standard 2)
- Why did the authors of the U.S. Constitution say “We the people?” (Standard 3)
- How have the rights of citizens changed since Kansas became a state? (Standard 4)
- How does a citizen effect change in government? (Standard 5)

Geography (G)

In this unit students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas, and then in relation to five geographic regions in the United States. Students will compare and contrast the Kansa with one prominent tribe from each of five geographic regions in the United States in the context of their geographic, cultural, political, and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the causes and consequences of the immigrant group’s choice of settlement location, investigate its economic and cultural contributions to Kansas, and compare that Kansas settlement with immigrant settlements in other regions of the United States. Students will investigate the human characteristics of Kansas and regions of the United States, such as languages, customs, economic activities, and food.

In this unit students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. They will identify major landforms and bodies of water in Kansas, regions of the United States, and the world. Students will identify and compare the climate and ecosystems of eastern to western Kansas and to the regions of the United States. They will draw conclusions about the conditions that determine the location of human activities, such as population centers, resources, and transportation. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and non-renewable resources.

Ideas  customs, culture, climate, latitude, longitude, absolute location

People/Roles  Kansa, Kansas immigrant groups (e.g., African-American, Cambodian, Croatian, Czechoslovakian, English, French,
Fourth Grade 2013

German, German-Russian, Laotian, Mexican, Serbian, Swedish, Vietnamese

**Places/Institutions**
- political (e.g., state lines, boundaries, capitals) v. physical features (e.g., mountains, plains, rivers), ecosystems

**Events**
- immigration, migration

**Skills**
- Read various types of maps for grid systems, symbols, legends, scales, compass rose, cardinal directions, longitude, latitude, and hemisphere
- Use data source as a tool (graphs, charts, tables)
- Find absolute and relative location
- Demonstrate mental mapping skills

**Sample Compelling Questions**
- Why do people choose to leave their homeland to move to Kansas/another region in the United States and what are the consequences? (Standard 1)
- How do people decide who has the right to use renewable and non-renewable natural resources? (Standard 2)
- Why is the population of Kansas and the United States so diverse? (Standard 3)
- How has the population of Kansas and the United States changed over time? (Standard 4)
- How does the physical environment influence the way people live? (Standard 5)

**Economic (E)**
In this unit, students will recognize and evaluate how limited resources require choices. They will analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and another region and draw conclusions about these choices. Students will examine how natural, capital, and human resources are used in the production of goods and services. They will analyze the roles of consumer, producer, saver, investor, and entrepreneur. Students will examine the reasons for economic specialization and how that leads to trade between regions of the United States. They will trace the production, distribution, and consumption of a particular good in the state and regions. Students will describe how a market economy works in the United States and consider the role of the government in the market economy.

**Ideas**
- supply and demand, economic specialization, market economy, opportunity cost, scarcity, choices, trade, resources (natural, capital, human)

**People/Roles**
- consumer, producer, saver, investor, entrepreneur

**Places/Institutions**
- Kansas, regions (Northeast, Plains, Southeast, West, Northwest)

**Events**
- production of goods and services
Skills

- Explain the production, distribution, and consumption of a product
- Determine opportunity cost decisions in different regions
- Define characteristics of a market economy (e.g., private property rights, voluntary exchange, and competitions among buyers and sellers).
- Define goods, services, consumers, economy, cost/benefit

Sample Compelling Questions

- How does the availability of natural resources result in different economic choices across Kansas and regions of the United States? (Standard 1)
- What are the rights and responsibilities of workers to employers and vice versa? (Standard 2)
- Why do Kansas and the United States have a market economy? (Standard 3)
- How has the production of goods and services changed in Kansas over time? (Standard 4)
- How do goods produced in Kansas impact the lives of people in other regions of the United States? (Standard 5)