## MSAD #54 Social Studies Curriculum

### Content Area: Social Studies  
### Grade: Fourth Grade

### Unit: South America  
### Section: Civics and Government

<table>
<thead>
<tr>
<th>MLR Span: 3/4</th>
<th>MLR Content Standard: (D) International Relations: Students will understand the political relationships between the United States and other nations.</th>
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<th>MSAD #54 Objectives</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will:</td>
<td>a) Have students collect newspaper</td>
</tr>
<tr>
<td>1. Identify examples of the</td>
<td>1. Identify products and</td>
<td>articles on NAFTA and other topics</td>
</tr>
<tr>
<td>United States interacts with</td>
<td>services imported from</td>
<td>dealing with people and goods</td>
</tr>
<tr>
<td>other countries (e.g., trade,</td>
<td>South American</td>
<td>crossing U.S. borders.</td>
</tr>
<tr>
<td>treaties).</td>
<td>countries.</td>
<td>• Scott Foresman, pp. 84 and 85</td>
</tr>
<tr>
<td></td>
<td>2. Become aware of immigration laws and border restrictions.</td>
<td>(examines the role of communication</td>
</tr>
<tr>
<td></td>
<td>1. State how South America’s identity is influenced by its heritage, customs and traditions.</td>
<td>in trade).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Students will research South</td>
</tr>
<tr>
<td>2. Compare a foreign culture</td>
<td></td>
<td>American holidays, customs,</td>
</tr>
<tr>
<td>that of the United States.</td>
<td></td>
<td>music and traditions to plan</td>
</tr>
<tr>
<td>Include an analysis of how</td>
<td></td>
<td>and participate in a South American</td>
</tr>
<tr>
<td>decisions are made.</td>
<td></td>
<td>Cultural Fair.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Pretend you are hosting a South</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American student. Take them on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a trip and explain your culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Students will gain an appreciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of a foreign culture by writing to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a South American pen pal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Invite an exchange student from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South America to speak to your</td>
</tr>
<tr>
<td></td>
<td></td>
<td>class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Play a travel agent game. Choose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a South American country to visit,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gather information on the Social/Cultural, physical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and geographical areas and points of interest and compare them to other South American countries.</td>
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**MLR Span:** 3/4

**MLR Content Standard:** (D) **International Relations:**
Students will understand the political relationships between the United States and other nations.

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2. Understand the basic structure of the U.S. Federal government.

3. Compare the political structures of South America and the United States

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<th></th>
<th>a)</th>
<th>b)</th>
<th>c)</th>
</tr>
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</table>
| | Compare the structure of the U.S. government to that of the State and local governments. | Create a hierarchical flowchart to diagram the structure of the government. | Web resource: [http://www.win.org/library/matls/govdocs/kids.htm](http://www.win.org/library/matls/govdocs/kids.htm)
This is a good site for the review of our political system. |
| d) Use a Venn Diagram to compare the political structures of South American countries and the United States. | e) Deliver a speech supporting a government of a specific country. Create a local government for the class with a Town Manager and selectmen and then decide what services the class needs. | |

- Scott Foresman provides support on pp. 46-59 for understanding our political structure.
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<td>Unit: Maine Culture and Studies</td>
<td>Section: Economics</td>
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**MLR Span:** 3/4  
**MLR Content Standard:** (A) Personal and Consumer Economics:  
Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

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| Students will be able to: | Students will:  
2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member). | 1. Understand their roles as both a consumer and a producer |

- **a)** Visit website [www.mhschool.com](http://www.mhschool.com) for lessons on economics. The ‘build a house’ activity addresses the issue of scarcity of resources.
- **b)** Make a pie graph explaining how you spend your allowance. If your pay is cut by half, how would you meet your needs?
- **c)** [http://www.kidsmoney.org/](http://www.kidsmoney.org/) This website is a good way to investigate the different ways kids make and spend money.

- Scott Foresman text pp.78 and 79 (addresses personal choice issues in spending money).
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**MLR Span:** 3/4

**MLR Content Standard:** (B) Economic Systems of the United States: Students will understand that economic system of the United States, including its principles, development, and institutions.

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<tr>
<td>Students will be able to: 2. Explain how the economy of Maine affects families and communities.</td>
<td>Students will: 1. Identify geographic areas of Maine and their influence on the economy.</td>
<td>a) Use Maine newspaper articles to make a collage of articles on Maine economy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Using a blank Maine map students will use a legend depicting symbols for potatoes, blueberries, milk and paper. Students will place symbols on a map in the appropriate locations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Visit website: <a href="http://www.mhschool.com">www.mhschool.com</a> for lessons on economics.</td>
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**MLR Span:** 3/4

**MLR Content Standard:** (C) Comparative Systems:
Students will analyze how different economic systems function and change over time.

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<tr>
<td>Students will be able to:</td>
<td>Students will:</td>
<td>a) Invite parents from foreign countries to be guest presenters and share their native culture.</td>
</tr>
<tr>
<td>1. Explain how selected cultures or countries meet basic human needs.</td>
<td>1. Identify how cultural groups develop distinctive aspects of food, clothing and shelter.</td>
<td>b) Explore traditional foods, costumes and architecture of Canada and Mexico.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Website resources to help with background info for South America:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.ent.iastate.edu/zoo/hemiptera/whitespot">http://www.ent.iastate.edu/zoo/hemiptera/whitespot</a> (Strange South American insect.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.travelforkids.com">http://www.travelforkids.com</a> (Travelogue.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.alpacanet.com">http://www.alpacanet.com</a> (South American animal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://emuseum.mankato.msus.edu/prehistory/latinamerica/south/sites/machu_picchu.html">http://emuseum.mankato.msus.edu/prehistory/latinamerica/south/sites/machu_picchu.html</a> (Famous historical site in South America.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.lonelyplanet.com/destinations/south_america/chile_and_easter_island/">http://www.lonelyplanet.com/destinations/south_america/chile_and_easter_island/</a> This is written at a fairly high readability level but some may be able to plow through it and it has good pictures.)</td>
</tr>
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<tr>
<td>Students will be able to:</td>
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<tr>
<td>1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.</td>
<td>Students will:</td>
<td>a) Take a field trip to a supermarket and collect data on items imported from South America.</td>
</tr>
<tr>
<td></td>
<td>1. Understand the basic structure of the U.S. Federal Government.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Students will identify goods and services native to South America:</td>
<td>b) Make a pictorial political map of South America showing goods and services produced there.</td>
</tr>
<tr>
<td></td>
<td>• identify how countries use transportation and communication to acquire goods and services that they don’t produce themselves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify goods and services imported to the United States and vice versa</td>
<td>c) Involve student in role-play in which they, as government officials, trade goods and attempt to balance the economy for their country.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Students will collect newspaper clippings on international trade.</td>
</tr>
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</table>
## Social Studies Curriculum

**Content Area:** Social Studies  
**Grade:** Fourth Grade  
**Unit:** South America  
**Section:** Geography  
**MLR Span:** 3/4  
**MLR Content Standard:** (A) Skills and Tools  
Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

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<tr>
<td>Students will be able to:</td>
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<td></td>
</tr>
<tr>
<td>1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.</td>
<td>1. Identify specific regions and landforms in United States and South America.</td>
<td>a) Create papier maché maps of landforms of United States and South America. Can also use clay and salt dough.</td>
</tr>
</tbody>
</table>
| 2. Locate major cities of the world and discuss why they emerged in that particular region | 1. Locate major cities in South America.  
2. Generalize that certain geographical features lend themselves well to the growth of communities | b) Memorize the names of the South American countries and their capitals.  
c) [http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/maptop.html](http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/maptop.html) This is a fun link for learning and practicing latitude and longitude. |
|                           |                      | a) Using a map of South America students will identify major cities, population size, and boundaries.  
b) Play location-guessing games using maps of South America.  
c) Students will found their own new town. They will choose the best location on a map and write a proposal for incorporation |
### MSAD #54 Social Studies Curriculum

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<tbody>
<tr>
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<td><strong>Section:</strong> Geography</td>
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**MLR Span:** 3/4  
**MLR Content Standard:** (B) **Human Interaction with Environments:**  
Students will understand and analyze the relationships among people and their physical environment.

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</tr>
</thead>
</table>
| Students will be able to:  
2. Explain ways in which communities reflect the background of their inhabitants. | Students will:  
1. State how a region’s identity is influenced by its heritage, customs and traditions. | a) Holiday plays depicting customs and traditions for a specific cultural group i.e. Kwanzaa, or Chinese New Year, or Arbor Day.  
b) In studying each region of the U.S., connect how the native people’s dances, music, ceremonies are inspired by the climate of that region. For instance the Hopi Indians’ of the Southwest Snake Dance is a bid for rain.  
c) Create masks used in ceremonial dances.  
d) Learn how to play lacrosse. The Iroquois used this game to settle disagreements.  

- The Scott Foresman text provides a strong foundation for both of these indicators. Also pp 189 and pp. 398-399 give excellent support for masks. |

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MSAD #54 Social Studies Curriculum

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MLR Span: 3/4

MLR Content Standard: (B) Human Interaction with Environments:
Students will understand and analyze the relationships among people and their physical environment.

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<tr>
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<td>2. Identify geographic regions of the U.S. and their influence on population growth</td>
<td>a) Students will create a chart identifying a particular region’s agriculture, climate, manufacturing, natural resources and physical features i.e. waterways, deserts, and mountains. They will conclude that the geographical aspects of the environment dictate human activities/population</td>
</tr>
<tr>
<td>3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities</td>
<td>b) Have students select an invention that illustrates how people have changed their environments to make life better. Some of these may include: air conditioner, refrigerator, lawn mower, and a furnace. Students can research the invention and inventor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Memorize states and capitals.</td>
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<tr>
<td></td>
<td>• Refer to Scott Foresman text, section ‘Learn About Your State’, pp. R36-R44 that can be used to guide students through a project on elected state.</td>
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<td>Section: History</td>
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**MLR Span:** 3/4

**MLR Content Standard:** (A) Chronology:
Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

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<tr>
<td>Students will be able to:</td>
<td>Students will:</td>
<td>a) Create a timeline of significant events and people in Maine history.</td>
</tr>
<tr>
<td>2. Place in chronological order, significant events, groups, and people in the history of Maine</td>
<td>1. Identify famous people of Maine.</td>
<td>b) Visit the Margaret Chase Smith Library.</td>
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<tr>
<td></td>
<td></td>
<td>c) Tour the Maine State Museum</td>
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<tr>
<td></td>
<td></td>
<td>d) For resources to use with your students on Maine you might want to look through some books by Carole Marsh:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Maine History: ‘Surprising Secrets About Our State’s Founding Mothers, Fathers &amp; More’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f) Maine Timelines! ‘A Chronology of Our State’s History, Mystery, Trivia, Legend, Lore &amp; More’</td>
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<tr>
<td></td>
<td></td>
<td>g) Maine State Greats! ‘Biographies of Our State’s People’</td>
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<tr>
<td></td>
<td></td>
<td>i) Preview the books before your kids use them.</td>
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| MLR Span: 3/4 | MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. |

### MLR Performance Indicators

Students will be able to:

2. Demonstrate an awareness of major events and people in United States and Maine history:
   - Who lives here? (How did they get here? immigrants, demographics, ethnic and religious groups)
   - Important people in United States and Maine history.
   - Different kinds of communities in Maine, the United States, and selected world regions.

### MSAD #54 Objectives

Students will:

a) Identify Maine Indian Tribes, their ways of life, and cultural changes up to the present day.

### Instructional Resources/Activities

a) Examine the petroglyphs in Embden.
b) Place the Indian tribes on a Maine map.
c) Learn about the Abnaki village in Madison and how it was influenced by French Jesuit priests and the Catholic Church.
d) Read ‘The Sign of the Beaver’ by Elizabeth George Speare.
e) Visit the Pleasant Point Indian Reservation Museum.


f) School on Indian Island in Old Town

http://www.glis.utexas.edu/~ifican/participating_schools/indian_island.html Maybe classes could become pen pals.

g) Penobscot Indian museum in Old Town

http://www.penobscotnation.org/museum/index.htm

h) Identify Maine place names with Native American origins.

i) Carole Marsh book (may be able to purchase locally or on line. The Painted Horse in Augusta might have it or try the publisher Gallopade Publishing.): ‘Maine Indians: A Kid’s Look at Our State’s Chiefs, Tribes, Reservations, Powwows, Lore & More From the Past & the Present’.

j) http://www.state.me.us/sos/kids/ This is the Secretary of State’s Maine Page/

• Refer to Scott Foresman text, section ‘Learn About Your State’ pp. R36-R44 to guide students through a project on elected state.
## Social Studies Curriculum

**Content Area:** Social Studies  
**Grade:** Fourth Grade  
**Unit:** American Explorers  
**Section:** History

**MLR Span:** 3/4  
**MLR Content Standard:** (A) Chronology: Students will use chronology of history and major eras to demonstrate the relationships of events and people.

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<td>Students will be able to:</td>
<td>1. Identify early explorers and their countries of origin and the areas explored in different regions of the United States</td>
<td>a) Study an explorer’s life and write a biography. i.e. John Cabot, Jacques Cartier, and Samuel D. Champlain.</td>
</tr>
<tr>
<td>1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.</td>
<td></td>
<td>b) The following website has biographical info on many explorers: <a href="http://tqjunior.thinkquest.org/4034/hall_of_fame.html?tskip=1">http://tqjunior.thinkquest.org/4034/hall_of_fame.html?tskip=1</a></td>
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<tr>
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<td></td>
<td>c) Write and perform a journal entry from a famous explorer. Gather props and costumes typical of the period of exploration.</td>
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<td></td>
<td></td>
<td>d) Read biographies of explorers.</td>
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<td>e) Draw major routes of exploration, color/label territories claimed.</td>
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<td></td>
<td>f) Debate the ethics of one country claiming ownership of unexplored territory.</td>
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<td>g) Examine exploration from the viewpoint of Native Americans.</td>
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**MLR Span: 3/4**

**MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns:**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

### MLR Performance Indicators

**Students will be able to:**

1. Demonstrate an awareness of major events and people in United States and Maine history:
   - *Who lives here? (How did they get here?)* Study immigrants, demographics, ethnic and religious groups.
   - *Important people in United States and Maine history.*
   - *Different kinds of communities in Maine, the United States, and selected world regions.*

### MSAD #54 Objectives

**Students will:**

1. Identify explorers to North America and how their country of origin and religion influenced the early settlements.

### Instructional Resources/Activities

- **a)** Students write a dialogue between an explorer and a Native American he “discovers”.
- **b)** Make a chart of items introduced to the New World from explorers and items explorers took back to their country of origin.
- **c)** Learn about Father Rasle (rhymes with ball) and the Abnaki village located in Madison.

The following website was created by students at the middle school. They’ve used some scholarly resources for their information and the site is eye catching. They might be willing to be guest speakers.

[http://www.msad54.k12.me.us/MSAD54Pages/SAMS/cedarsite/commweb/AbanakiFolder/abanaki.htm](http://www.msad54.k12.me.us/MSAD54Pages/SAMS/cedarsite/commweb/AbanakiFolder/abanaki.htm)
<table>
<thead>
<tr>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era. | 1. Students will identify explorers to North America and how their country of origin and religion influenced the early settlements. | a) Students write a dialogue between an explorer and a Native American he “discovers”.
   b) Make a chart of items introduced to the New World from explorers and items explorers took back to their country of origin.
   c) Learn about Father Rasle (rhymes with ball) and the Abenaki village located in Madison.
   d) Web site created by students at the middle school who have used some scholarly resources for their information and the site is eye-catching. The students might be willing to be guest speakers:
   [http://www.msad54.k12.me.us/MSAD54Pages/SAMS/cedarsite commweb/Abanaki.htm](http://www.msad54.k12.me.us/MSAD54Pages/SAMS/cedarsite commweb/Abanaki.htm) |
### MSAD #54 Social Studies Curriculum

<table>
<thead>
<tr>
<th>Content Area: Social Studies</th>
<th>Grade: Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: Maine Culture and Studies</td>
<td>Section: History</td>
</tr>
<tr>
<td>MLR Span: 3/4</td>
<td>MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.</td>
</tr>
</tbody>
</table>

#### MLR Performance Indicators

Students will be able to:
1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

<table>
<thead>
<tr>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>1. Compare life in a school setting today with life in a school setting in the past.</td>
<td>a) Visit historical center in your community.</td>
</tr>
<tr>
<td></td>
<td>b) Reenact a school day from the past.</td>
</tr>
<tr>
<td></td>
<td>c) Field trips: Old Fort Western, Maine State Museum, Norlands, and L.C. Bates Museum.</td>
</tr>
<tr>
<td></td>
<td>d) Common Ground Fair</td>
</tr>
<tr>
<td></td>
<td>e) Timelines of community history</td>
</tr>
<tr>
<td></td>
<td>f) Murals depicting a town’s growth through history.</td>
</tr>
<tr>
<td></td>
<td>g) Construct a time capsule placing artifacts/documents portraying life today.</td>
</tr>
<tr>
<td></td>
<td>h) Read the ‘Little House on the Prairie’ series.</td>
</tr>
<tr>
<td></td>
<td>i) Read ‘Sarah Plain and Tall’</td>
</tr>
</tbody>
</table>

- Refer to Scott Foresman text pp. 330 and 331 for background information on using primary and secondary sources.
Instructional Resources/Activities
Videos, Books, Magazines, Websites, etc.

1. Video Resources:
   - **Orinoco Online** - tour the remote Venezuelan Amazon and meet the people who live there on this innovative site. Offers a superb collection of objects, photos, videos, and a cool interactive map. Also available in Spanish and Portuguese.
   - **South American Rainforest** - take a virtual tour of the land and animals of the rainforest. Presented by Kids’ Quest.
   - **Voyage to the Galapagos** - learn about the islands by reading explorers’ journals, seeing what scientists have to say, and watching video clips. Presented by PBS (Scientific American Frontiers).

2. South America Webquest: [http://www.berksiu.k12.pa.us/Webquest/Spatz/process.htm](http://www.berksiu.k12.pa.us/Webquest/Spatz/process.htm)

3. Columbus Webquest: [http://www.berksiu.k12.pa.us/Webquest/Herpel/index.htm](http://www.berksiu.k12.pa.us/Webquest/Herpel/index.htm)

4. Mystery Website: [http://tqjunior.thinkquest.org/5109/What_a_Mystery.html](http://tqjunior.thinkquest.org/5109/What_a_Mystery.html)

5. South America Webquest (lower level context that explores plants and animals, etc.): [http://www.esc20.net/etprojects/formats/Webquests/misc99/saquest/saquest.htm](http://www.esc20.net/etprojects/formats/Webquests/misc99/saquest/saquest.htm)


## Linklist for Maine

<table>
<thead>
<tr>
<th>Brief</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine web page.</td>
<td><a href="http://www.state.me.us/sos/kids/">http://www.state.me.us/sos/kids/</a></td>
</tr>
<tr>
<td>Photo site relating to pictures of Maine.</td>
<td><a href="http://www.visitmaine.com/seasonal/fall_2002/heritage.php?PHPSESSID=b3e52e474ced3ba8c8c5267424686de">http://www.visitmaine.com/seasonal/fall_2002/heritage.php?PHPSESSID=b3e52e474ced3ba8c8c5267424686de</a></td>
</tr>
<tr>
<td>The Hudson Museum, U of M at Orono.</td>
<td><a href="http://www.umaine.edu/hudsonmuseum">http://www.umaine.edu/hudsonmuseum</a></td>
</tr>
<tr>
<td>Maine Archives</td>
<td><a href="http://www.state.me.us/sos/arc">http://www.state.me.us/sos/arc</a></td>
</tr>
<tr>
<td>Maine Senate Homepage</td>
<td><a href="http://www.state.me.us/legis/senate/homepage.htm">http://www.state.me.us/legis/senate/homepage.htm</a></td>
</tr>
</tbody>
</table>