

Social Studies

Grade 4



Fourth Grade Distant Learning Plan

An Overview

UPDATE

There are updates to the digital student distance learning materials for Social Studies grades K-5. There were some errors with some of the links we received from our curriculum partners. We have now corrected these links with new QR codes and bit.ly links in the distance learning student materials online pdfs. Because the student distance learning packets have already been printed, a chart has been created for reference to the previous materials and the updated changes made to the bit.ly link. Please closely monitor students to be sure they are viewing the correct Studies Weekly videos. Be sure students are working from the latest pdf online, direct students to YouTube, or provide the bit.ly links below.

Grade	Previous bit.ly link in printed student materials	Updated bit.ly link
Fourth Grade	Week 10: https://bit.ly/2Xe9RaL	Week 10: bit.ly/lore231

You can also provide your students a direct link to Studies Weekly videos by calendar week via our DPSCD Social Studies YouTube channel. Here is a list of links for weeks 1-10.

	Fourth Grade
Week 1	https://youtu.be/WqrICQPubAs
Week 2	https://youtu.be/jaBw7GUMt04
Week 3	https://youtu.be/R1ZrdJdqhx0
Week 4	https://youtu.be/3uM7UnSciio
Week 5	https://youtu.be/VRKPPvulv3I
Week 6	https://youtu.be/t5fho4Cqcg
Week 7	https://youtu.be/EJkp4RZXCfY
Week 8	https://youtu.be/kprKchRNrLM
Week 9	https://youtu.be/ptN45XeB_IY
Week 10	https://youtu.be/DIHF3AeDRLg

Content During Distant Learning

General Structure Overview

Each week students will read and complete assignments using *Studies Weekly* printed newspapers. A student schedule has been created which details lesson specifics for the duration of the distance learning experience. Each week, students will read a new issue of *Studies Weekly*. The expected outcomes are listed on the Weekly Distance Learning Student Schedule. In addition to the printed materials, there is an online platform with multi-media resources to enrich learning.

Pace of Learning

Weekly

Each week students are expected to complete all tasks listed on the Weekly Distance Learning Student Schedule, using the *Studies Weekly* printed newspapers. An hour per week should be dedicated to completing Social Studies.

Daily

Students are expected to read and review the specific *Studies Weekly* newspaper issued for the week and complete a selected task.

Online Access to Materials

<https://www.studiesweekly.com/>

This website gives students access to the weekly newspapers and primary source images and videos to support learning. It can be accessed through Clever.

Schedule of Learning

Content Covered Each Week

Week 1	<i>Studies Weekly Fourth Grade: Threats to our Natural Resources</i>
Week 2	<i>Studies Weekly Fourth Grade: Auto Industry and Labor Movement</i>
Week 3	<i>Studies Weekly Fourth Grade: Michigan Economics</i>
Week 4	<i>Studies Weekly Fourth Grade: Buying Goods and Services</i>
Week 5	<i>Studies Weekly Fourth Grade: Making Choices</i>
Week 6	<i>Studies Weekly Fourth Grade: Circular Flow Model</i>
Week 7	<i>Studies Weekly Fourth Grade: Changes in Our Economy</i>
Week 8	<i>Studies Weekly Fourth Grade: Core Democratic Values</i>
Week 9	<i>Studies Weekly Fourth Grade: More Core Democratic Values</i>
Week 10	<i>Studies Weekly Fourth Grade: Michigan Legends and Lore</i>

Support

Technology Support

<https://www.detroitk12.org/onlinelearning>

Learning Support

For additional learning support contact: info.curriculum@detroitk12.org

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 1: April 14 – 17

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Michigan's Industries

Materials Needed: *Studies Weekly Fourth Grade: Threats to our Natural Resources*

READ

Read *Studies Weekly Fourth Grade: Threats to our Natural Resources*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/natresources35>



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Take a look at the map of lighthouses along the shore of Lake Michigan in the Upper Peninsula. Then answer the questions that follow.
- **Activity:** Brainstorm some natural resources that come from where you live. Then research those natural resources and the industries that use them to provide a service or make a product.
- **Let's Draw and Write:** Pretend you are trying to get people to move to Michigan during the year 1818. Make a poster with a drawing and advertise the cheap fertile land available in Michigan. Be sure to be persuasive and make Michigan sound like a great place to settle.

Standards
Addressed

H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)

Let's Draw and Write

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 2: April 20 – 24

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Michigan' Economy

Materials Needed: *Studies Weekly Fourth Grade: Auto Industry and Labor Movement*

READ

Read *Studies Weekly Fourth Grade: Auto Industry and Labor Movement*

Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/econ2313>



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Take a look at the map of lighthouses along the shore of Lake Michigan in the Upper Peninsula. Then answer the questions that follow.
- **Activity:** Study the map on page 4. Then answer the questions that follow.
- **Let's Write:** Using the vocabulary map on page on page 4, and one of the vocabulary words from this newspaper. Fill in each shape using a complete sentence or detailed picture.

Standards Addressed

H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 3: April 27 – May 1

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Economics and the Market Economy

Materials Needed: *Studies Weekly Fourth Grade: Michigan Economics*

READ

Read *Studies Weekly Fourth Grade: Michigan Economics*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/michecon212>

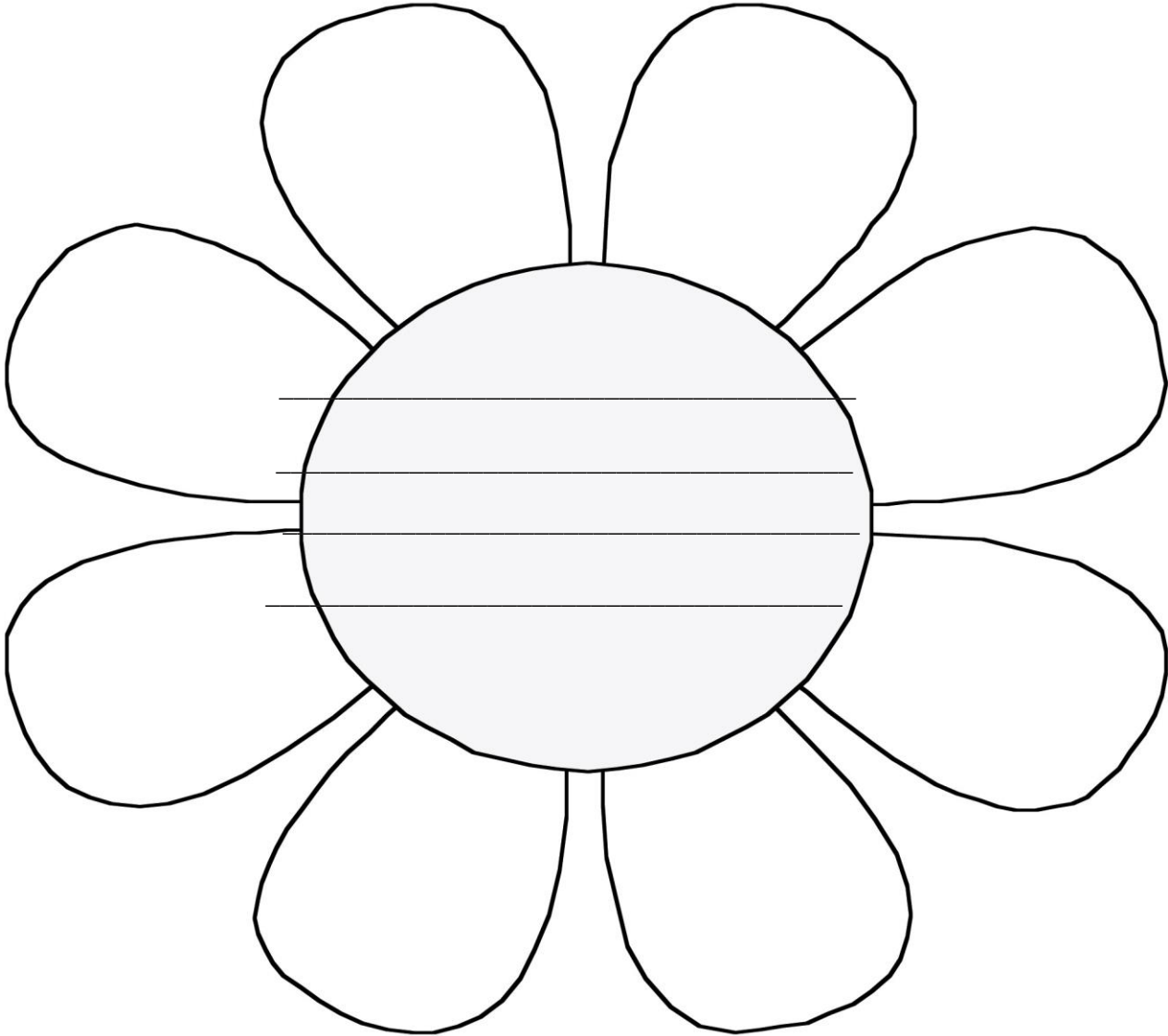


DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Activity: Compassion and Tolerance:** First, choose one activity of the two that are listed. Draw a picture of you doing the activity in the box.
- **Let's Write:** This is directly connected to the *Compassion and Tolerance* activity. Write about the activity you chose. How did it make you feel? How did the person you helped react?

Standards Addressed

E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).
E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).



Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 4: May 4 – 8

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Incentives and Price Affect Decisions

Materials Needed:

- *Studies Weekly Fourth Grade: Buying Goods and Services*
- *Compassion Garden worksheet*

READ

Read *Studies Weekly Fourth Grade: Buying Goods and Services*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/fungus1233>

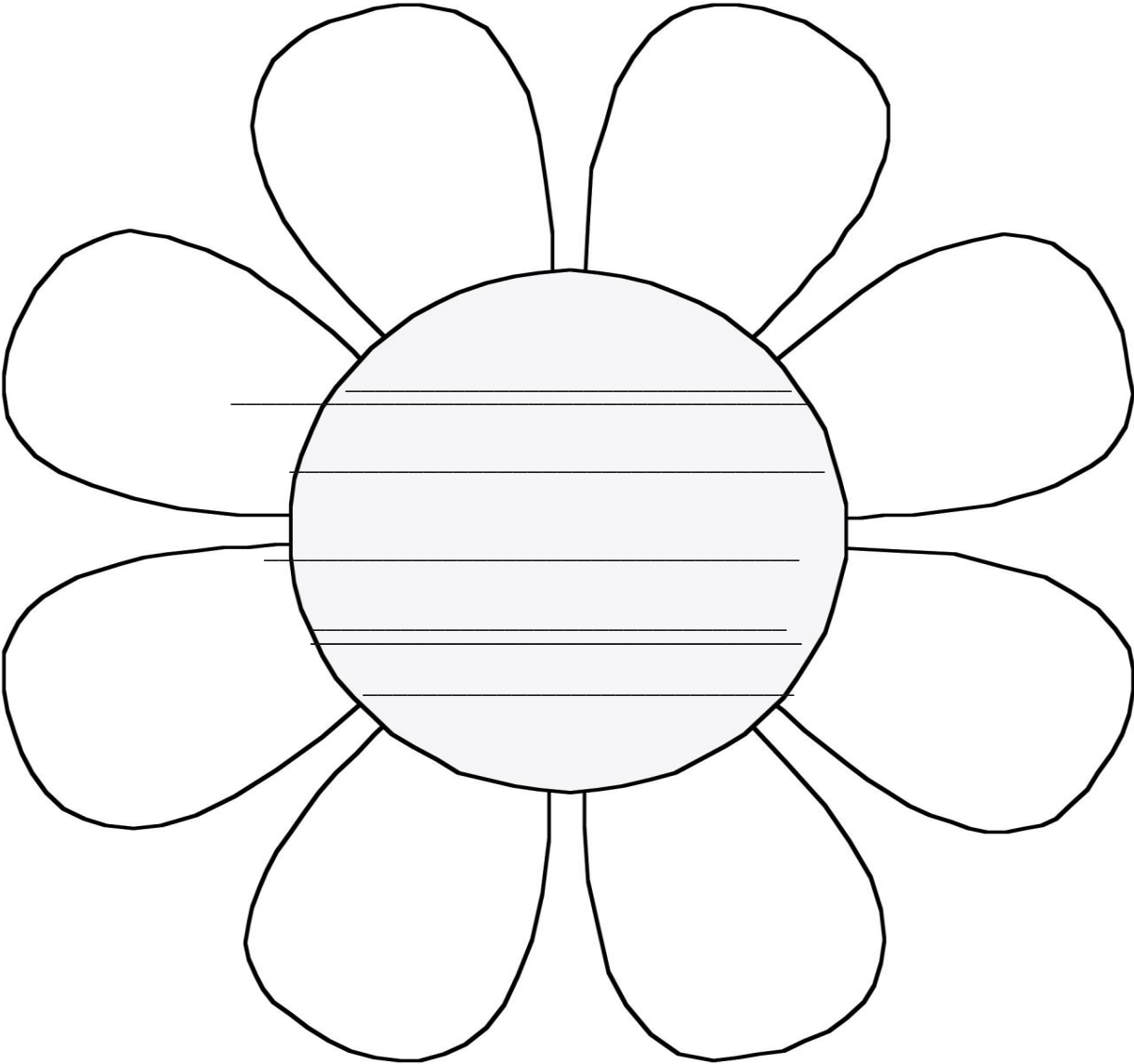


DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Activity: Compassion and Tolerance:** Two actions of compassion and tolerance are listed. Select one and write about it on the *Compassion Garden* worksheet.
- **Let's Write:** Write a paragraph about a positive or negative incentive that someone used to influence your behavior.
- **Economics:** Using the positive or negative chart on page 3. Fill in the boxes with a positive or negative incentive, along with where this incentive might be offered. Briefly explain why this Incentive is being offered and whether it would influence you.

Standards
Addressed

E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.
E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).



Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 5: May 11 – 15

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Specialization, Supply and Demand

- Materials Needed:**
- *Studies Weekly Fourth Grade: Making Choices*
 - *Compassion Garden worksheet*

READ Read *Studies Weekly Fourth Grade: Making a choice*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/supply212>

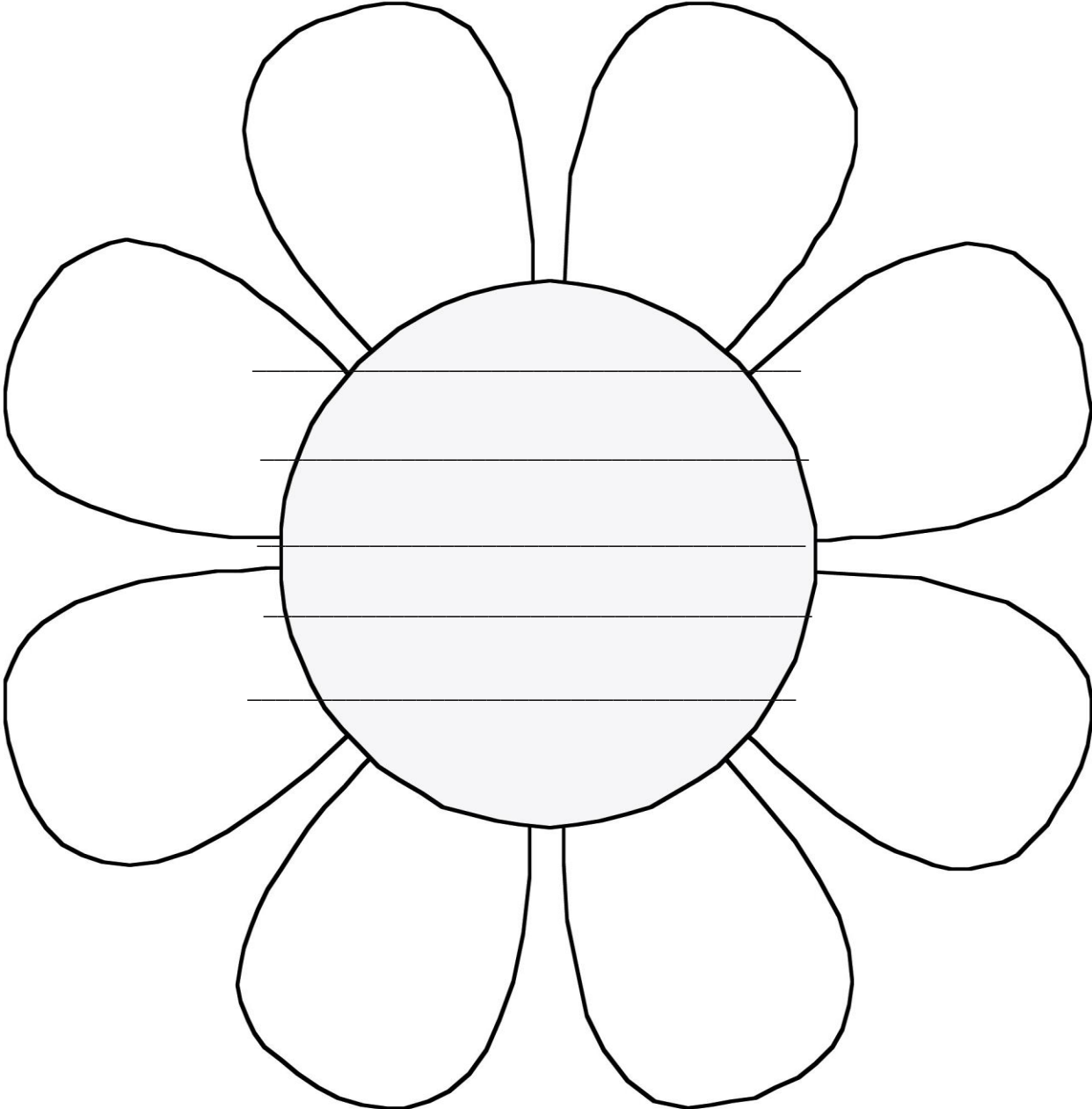


DO

- **Connection:** Read the *article Specialization and Interdependence* on the cover of this week's issue. Complete the Connection activity that follows.
- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Activity: Compassion and Tolerance:** Two actions of compassion and tolerance are listed. Select one and write about it on the *Compassion Garden* worksheet.
- **Let's Write:** Draw the people and jobs that are needed in the production of a good of your choice. Use blank paper and draw at least three pictures in sequence showing the product being made.

Standards
Addressed

E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)
E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).



Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 6: May 18 – 22

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Circular Flow Model, Public and Private Goods

Materials Needed: *Studies Weekly Fourth Grade: Circular Flow Model*

READ

Read *Studies Weekly Fourth Grade: Circular Flow Model*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/blueberry221>



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Take a look at the map of Michigan cities. Then answer the questions that follow.
- **Activity:** Study the map on page 4. Then answer the questions that follow.

Standards Addressed

E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 7: May 25 – 29

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Changes in the Economy, Global Competition

Materials Needed: *Studies Weekly Fourth Grade: Changes in Our Economy*

READ

Read *Studies Weekly Fourth Grade: Changes in Our Economy*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/globeecon412>



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Use the map on page 4 to answer the questions that follow.
- **Let's Write:** Draw you doing a job from the last century. Then choose a career in either technology or clean energy and draw a picture of you performing that job on the other half of the paper.

Standards Addressed

E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)
E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 8: June 1 – 5

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Core Democratic Values

Materials Needed: *Studies Weekly Fourth Grade: Core Democratic Values*

READ Read *Studies Weekly Fourth Grade: Core Democratic Values*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<http://bit.ly/coredv212>



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Match each student with what he or she said by drawing a line from the speech bubble to the box below that matches what core value the student is practicing.
- **Language Arts Connection:** Use any color to circle or highlight five words in this week's magazine that have a prefix or suffix. On a piece of paper, write the meaning of the prefixes or suffixes.
- **Let's Write:** Use one Core Democratic Value from this paper to take a position on a provided topic. Make a chart to list the pros and cons of each side of the debate.

Standards Addressed

P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

Language Arts Connection

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 9: May 8 – 12

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Core Democratic Values
Studies Weekly Fourth Grade: More Core Democratic Values

Materials Needed:

READ Read *Studies Weekly Fourth Grade: More Core Democratic Values*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

<https://bit.ly/34hXQCt>



DO

- **What is Patriotism:** Read the article on the cover and answer the questions about patriotism.
- **Citizenship:** Read the examples below. Write the name of the Core Democratic Value that best fits the example.
- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Think about a problem you know about and how it could be solved by a law. Fill in the chart below to explain the problem, the law you would pass and the consequences.
- **Let's Write:** Use one Core Democratic Value From this paper to take a stance (position) on a provided topic.

Standards
Addressed

P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fourth Grade Week 10: June 15 – 19

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Michigan Legends and Lore

Materials Needed: *Studies Weekly Fourth Grade: Michigan Legends and Lore*

READ

Read *Studies Weekly Fourth Grade: Michigan Legends and Lore*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/lore231



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Activity:** Design a T-shirt you might make to help people learn about a public issue.
- **Let's Write:** Write about a time you visited a place in Michigan other than your hometown.
- **Language Arts Connection:** As you read this week's lesson, circle or highlight five verbs in any color. On a piece of paper, write a sentence for each verb using the progressive form.

Standards Addressed

P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
P4.2.2 Participate in projects to help or inform others.

