

Integrated Model Curriculum

FOURTH GRADE SAMPLE LESSON | OHIO'S ICONS AND THE AMERICAN STORY

This lesson is modeled from the second edition of the [Core Knowledge Language Arts \(CKLA\) Grade 4 curriculum](#), an approved English Language Arts high-quality curriculum for grades Kindergarten – Grade 5. Educators can use these materials during the English Language Arts/Literacy instructional block or as supplemental materials during the social studies instructional block. Unit 6 is the third to last unit of the Grade 4 planned scope and sequence.

In this lesson, students read about the British taxation policies following the Seven Years War, picking up on the previous lesson. Students will read the core chapter, which includes information on the passage of the Stamp Act, the Boston Massacre, and the Boston Tea Party. The next lesson will continue the increased tensions between the colonists and the British towards the outbreak of conflict in 1775 at Lexington and Concord.

Unit Title	Trouble is Brewing Core Knowledge Language Arts (CKLA)
Grade Level	4th Grade
Academic Standards	<p>Social Studies</p> <ul style="list-style-type: none">• Heritage. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (CS4) <p>English Language Arts</p> <p><i>Reading Standards for Informational Text</i></p> <ul style="list-style-type: none">• Analyze informational text development Determine the main idea of a text and explain how it is supported by key details (RI.4.2.a)• 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. (RI.4.3)• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) <p><i>Writing Standards</i></p> <ul style="list-style-type: none">• Write informative/explanatory texts that introduce a topic, organize ideas, connect reasons and facts, and provide concluding statements. (W4.2) <p><i>Speaking and Listening Standards</i></p> <ul style="list-style-type: none">• 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 (S.L.4.1)

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Academic Standards	<p><i>Language Standards</i></p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (L.4.4.a -c.)
Life Skills	<p>As identified in the OhioMeansJobs-Readiness Professional Skills:</p> <ul style="list-style-type: none"> Critical Thinking: Students will use key details from the core text to develop their understanding of the academic content and respond to the essential question(s). Teamwork/Collaboration: Students will work with their peers to have civil discussions on the included academic content and the essential questions. Learning Agility: Students will learn new academic content using maps and will also use prior background knowledge to build a deeper understanding of the American Founding and the journey to Ohio statehood. Oral and Written Communication: Students will have conversations with the educator and their peers on the lesson's core text and historical sources. Students will craft written responses on the academic content using proper grammar and sentence structure, which is practiced in the lesson.
Essential Questions	<p>Lesson Essential Questions</p> <ul style="list-style-type: none"> <i>Why did the colonists believe they were unfairly taxed by the British and how did they show their disagreement with British taxes?</i> <i>How did the distance between Britain and the American colonies influence communication, decision-making, and the colonists' ability to resist British rule?</i> <i>Why did the colonists believe "no taxation without representation" was unfair, and how does this idea connect to the principles of government we value today?</i> <p>Cause and Effect Essay</p> <ul style="list-style-type: none"> <i>Explain how the Stamp Act and the Townshend Acts caused the colonists to protest British rule.</i>
Learning Intentions	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> I am learning about the Sons of Liberty and their protest of British rule. I am learning to see cause and effect in historical events. I am learning to explain how the idea of liberty shaped the colonists' actions and helped unite the 13 colonies. I am learning to explain how the distance between Britain and the colonies affected communication and influenced the colonists' actions. <p><i>English Language Arts</i></p> <ul style="list-style-type: none"> I am learning how to use evidence to support my thinking and writing. I am learning how to use facts and opinions in my writing.

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Success Criteria	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • I can describe why the Stamp Act and Townshend Acts angered colonists. • I can explain what “No taxation without representation” means. • I can name at least two ways colonists protested British taxes. • I can explain how the distance between Britain and the colonies affected communication and influenced the colonists’ actions. <p><i>English Language Arts</i></p> <ul style="list-style-type: none"> • I can use vocabulary correctly. • I can use details from the text to support my reasoning. 	
Lesson Materials	<ul style="list-style-type: none"> • Core Knowledge Language Arts (CKLA) Materials 	
Key Vocabulary	<p><i>English Language Arts Vocabulary</i></p> <ul style="list-style-type: none"> • Cause and effect • Chronology 	<p><i>Social Studies Vocabulary</i></p> <ul style="list-style-type: none"> • Chronology • Sons of Liberty • Stamp Act • Townsend Acts • No taxation without representation • Boycott • Liberty • Repeal • Petition

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Learning Experiences & Instruction	<p><i>Engage (Lesson Introduction)</i></p> <ul style="list-style-type: none"> • Ask students how they would feel if decisions that directly impacted them were made without their input. <p><i>Explore (Lesson Introduction)</i></p> <ul style="list-style-type: none"> • Remind students about the tensions that colonists living in Boston felt with British rule. Ask students what they think the colonists will do about British rule; will they accept British rule or push back on Britian? Using knowledge from previous lessons, have students explain why they think the action they chose will happen. • Show students a map that includes the colonies and Britain. Ask students how they think the British communicated with the colonies. <p><i>Explain (Lesson Activities)</i></p> <ul style="list-style-type: none"> • Explain that many of the colonists did not like the British were ruling the colonies and took action against British rule. • Create a timeline of the events and use the timeline to fill in a T chart with one column labeled cause, the other column labeled effect. Explain that events may be both a cause and an effect. • Explain to students that not all colonists supported the actions of the patriots and there were some colonists loyal to Britain and there was tension between these two groups too. • Timelines can be helpful for understanding cause and effect in history. Use the timeline from the lesson to show that an event that is a cause occurs prior to the effect. Also, an event can be both a cause and effect. <p><i>Elaborate (Lesson Activities)</i></p> <ul style="list-style-type: none"> • Tell students that Britain was in debt for the Seven Years War in the colonies and wanted the colonists to help pay off the war debts. • Tell students that since Britain was far away, across the ocean, and the only form of communication involved ships sailing both ways (Britain to the colonies and back), that many colonists felt like they were independent of the King. • Explain that the King imposed taxes on the colonists, but the colonists had no say in the taxes which led to the phrase “taxation without representation.” These taxes angered many of the colonists. • Have students read the “Trouble is Brewing” lesson. • Place the events in order on a timeline. • Work with students to fill out the cause-and-effect T chart. Remind students that events can be both a cause and effect. • Reinforce learning vocabulary throughout the lesson and check for student understanding.

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Learning Experiences & Instruction	<p><i>Evaluate (Assessment Options)</i></p> <ul style="list-style-type: none"> • Option: Content Knowledge Formative Assessment. Administer a multiple-choice content knowledge check curated from available readiness assessment questions included in Ohio’s State Tests. • Option: Content Knowledge Written Response Assessment. Ask students to review their original responses to the lesson’s essential questions written at the beginning of the lesson and use new vocabulary words correctly in their responses. • Option: After discussing with a partner, students can check their cause-and-effect sentences with a partner. • Social Studies – Timeline. Choose one event and either write or describe how an event can be both a cause and effect. Seeing events as both a cause and effect builds student understanding of events in history being connected and not happening in isolation. <p>Social Studies - Check for understanding. Refer back to the lesson essential question and have students write a response.</p>
Scope and Sequence	<ul style="list-style-type: none"> • Unit Six: American Revolution, “<i>The Fight Begins</i>” explains how the British policies led to the first battles in the American Revolution and examines the changing relationship between the British and the colonists.

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