

**2024-2025 Social Studies Framework**  
**Social Studies Grade 4: Migration and Settlement**

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**Kentucky Academic Standards for Social Studies, 2022**

<b>Unit Title</b>	<b>Estimated Time Frame*</b>
<b>Unit 1: The First Americans</b>	1st Quarter
<b>Big Idea</b>	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fourth graders continue to work toward this goal by examining why and how people move from one place to another through their study of the migration and settlement of Colonial America. In this unit, students will learn how and why people first migrated to North America and how available resources impacted their decisions.</p> <p>Note for this unit: “Indigenous Peoples” is one preferred term when referencing the First Americans. However, “American Indians” and “Native Americans” are also still used to refer to these groups. It is encouraged to use these terms interchangeably and ensure students understand these terms refer to the same groups of people.</p>	
<b>Compelling Question</b>	<b>Interdisciplinary Literacy Practices</b>
<b>How does geography influence where people live?</b>	<ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> </ol>

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		9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
<b>KAS Standards</b> Bold standards are identified as essential Supporting Questions are included with each standard.	<b>Prerequisite Skills/Considerations</b>	<b>Samples of Learning Intentions/ Success Criteria</b> These are suggested and can be modified.
<p><b>4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement, and use of various national resources, using maps, photos, and other geographic representations.</b></p> <p><b>4.G.HI.1 Explain how cultural, economic, and environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies</b></p> <p>4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration, and settlement.</p> <p><u>Supporting Question:</u> How did the geography of North America impact the first settlers?</p>	<ul style="list-style-type: none"> <li>- Locate North America on a map</li> <li>- Make connections to physical geography and settlement</li> </ul>	<p>I am learning how geography and climate influence the way different Indigenous Peoples/Native Americans lived in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>● Use maps to locate and identify the regions in which Native Americans settled</li> <li>● Describe how the physical geography of these regions impacted life for indigenous groups</li> <li>● Make connections to how the geography of the region impacted culture and economic decisions of early American groups.</li> <li>● Give examples of how different Native American groups made decisions for their people.</li> </ul>
<p><b>4.H.CO.1 Explain examples of conflict</b></p>	<ul style="list-style-type: none"> <li>- Understand concepts of trade</li> </ul>	<p>I am learning how different Native</p>

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<p><b>and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.</b></p> <p>4.E.ST.1 Explain how trade leads to increasing economic interdependence.</p> <p><u>Supporting Question:</u> In what ways did Native American groups interact with one another?</p>	<p>and interdependence</p> <ul style="list-style-type: none"> <li>- Basic historical perspective: connecting life long ago to today</li> </ul>	<p>American groups interacted with one another.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>• Give examples of conflicts and compromises that arose between Native American groups.</li> <li>• Describe how American Indian groups traded with one another.</li> </ul>
<p><b>Vocabulary (Essential in bold, supporting not bolded)</b></p>		
<p><b>Ancestor:</b> a family member that lived a long time ago, like a great-grandparent or earlier  <b>Civilization:</b> a large group of people living in a city or town that work together, make rules and laws, build, and create art and writing  <b>Commodity:</b> something people want or need  <b>Folklore:</b> stories and tales that is passed from generation to generation  <b>Migrate:</b> to move from one place to another to live  <b>Nomad:</b> someone who doesn't have a permanent home. They move from place to place to follow food, and create their own shelter wherever they stay</p> <p>Climate: weather patterns over an extended period of time          Custom: the way a group of people do things (like celebrating holidays)          Economy: how people buy, sell, and trade things          Tradition: something special a group of people do the same way every time (similar to a custom)</p>		
<p><b>Social Studies Inquiry Standards</b> (to be incorporated throughout instruction – standards in <b>bold</b> can be cross-content with ELA)</p>		
<p><u>Questioning:</u>  <b>4.I.Q.1 Ask compelling questions about migration and settlement.</b></p>		

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#### **4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**

##### Investigating:

*Investigating occurs the exploration of the discipline strand standards.*

##### Using Evidence:

#### **4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.**

4.I.U.E.2 Determine the value and limitations of primary and secondary sources.

#### **4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.**

##### Communicating Conclusions:

#### **4.I.C.C.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.**

4.I.C.C.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.

4.I.C.C.3 Describe different strategies that can be taken to address issues of migration and settlement

4.I.C.C.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.

#### **Summative Assessment**

[Link to 2023-2024 Grade 4 Unit 1 Pearson Common Unit Assessment](#)

#### **Anchor Materials**

Savvas Student Texts

1.1 Ancient American Indian Civilizations

1.2 American Indian Culture

1.3 American Indian Government and Economy

Savvas Leveled Readers

#### **Additional Resources**

##### **Reading Books:**

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[Rough Face Girl](#) by Rafe Martin and David Shannon (an Iroquois Cinderella story)

[The Legend of the Indian Paintbrush](#) by Tomi de Paola

[Fry Bread: A Native American Family Story](#) by Kevin Noble Maillard

[Grandmother Turtle: A Cherokee Story](#)

#### **Databases/Websites:**

[American Indians in North America](#)

[Ducksters: Native Americans for Kids](#)

[Sapiens: Native American Migration](#)

[Printable World Map \(Pacific Centered\)](#)

#### **Videos:**

[Flocabulary: Migration](#)

[Brainpop: Native Americans](#)

\*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-4

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Unit Title		Estimated Time Frame*
Unit 2: Age of Exploration		2nd Quarter
Big Idea		
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fourth graders continue to work toward this goal by examining why and how people move from one place to another through their study of the migration and settlement of Colonial America. In this unit, students learn why and how European explorers desired to migrate to America, launching the Age of Discovery and advances in technology.</p>		
Compelling Question	Interdisciplinary Literacy Practices	
<p><b>What motivated the Europeans to explore?</b></p>	<ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> <li>9. Apply high level cognitive processes to think deeply and critically about text.</li> <li>10. Develop a literacy identity that promotes lifelong learning.</li> </ol>	
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/

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<p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>		<p><b>Success Criteria</b> These are suggested and can be modified.</p>
<p><b>4.H.CE.1 Utilize chronological sequences of events to explain the causes and effects of historical developments from European Exploration to the Thirteen Colonies.</b></p> <p><b>4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies</b></p> <p><u>Supporting Question:</u> What were the factors that empowered the Europeans to explore the world?</p>	<ul style="list-style-type: none"> <li>- Locate Europe, Asia, and Africa on a map</li> </ul>	<p>I am learning about the conditions that led Europeans to explore the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>● Explain how advances in technology helped European Exploration.</li> <li>● Define the concept of “gold, God, and glory.” (3Gs)</li> <li>● Explain how the 3Gs influenced Columbus and other explorers.</li> <li>● Make connections to how countries viewed control of land with power.</li> </ul>
<p><b>4.G.HI.1 Explain how cultural, economic, environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies.</b></p> <p>4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement, and use various natural resources using maps, photos, and other geographic representations.</p>	<ul style="list-style-type: none"> <li>- Identify reasons people settle (live) where they do</li> <li>- Identify motivations for people to move</li> </ul>	<p>I am learning about the resources Europeans were looking for and what they actually found.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>● Use maps and photos to describe the geography of North and South America where Europeans landed in the 1400s-1500s.</li> <li>● Identify the natural resources Europeans discovered and exchanged with Native</li> </ul>

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<p><u>Supporting Question:</u> Did the Europeans find what they were looking for once they arrived in the New World?</p>		<p>Americans.</p>
<p><b>4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies</b></p> <p><b>4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.</b></p> <p>4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.</p> <p><u>Supporting Question:</u> How did European explorers affect the Native Americans?</p>	<ul style="list-style-type: none"> <li>- Connect how both tangible goods and ideas are exchanged through trade between different cultures.</li> </ul>	<p>I am learning about the impacts of contact between the European Explorers and Native Americans.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>● Identify ways different cultures and groups interacted in North America.</li> <li>● Define/describe the Columbian Exchange.</li> <li>● Give examples of</li> <li>● Analyze the positive/negative (intended and unintended) consequences of the Columbian Exchange.</li> </ul>
<p><b>Vocabulary (Essential in bold, supporting not bolded)</b></p>		
<p><b>Caravel:</b> a kind of ship with a special shaped body and sails used by explorers  <b>Colony:</b> a community or territory set up by people from another place  <b>Columbian Exchange:</b> trading route between Africa, the Americas, and Europe</p>		



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**Conquistador:** Spanish conqueror-leaders of expeditions in the Americas searching for treasure, fame, or to spread Christianity

**Empire:** a large territory united under a single leader

**Epidemic:** sickness that spreads quickly and affects a lot of people

**Expedition:** a journey, usually to explore new lands

**Navigation:** the skill of figuring out where you are going

**Plantation:** a large farm, usually in a warm climate where workers grow crops like cotton, sugar, or tobacco

Astrolabe: a tool used to navigate using the position of the stars

Merchant: someone who buys and sells things—usually through trade—and they often own a store to sell what they find

**Social Studies Inquiry Standards** (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

**4.I.Q.1 Ask compelling questions about migration and settlement.**

**4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**

Investigating:

*Investigating occurs the exploration of the discipline strand standards.*

Using Evidence:

**4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.**

4.I.U.E.2 Determine the value and limitations of primary and secondary sources.

**4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.**

Communicating Conclusions:

**4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.**

**4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.**

4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement

4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.

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#### Summative Assessment

[Link to 2023-2024 Grade 4 Unit 2 Pearson Common Unit Assessment](#)

#### Anchor Materials

Savvas Student Texts  
2.1 Early Explorers and Advances in Technology  
2.2 Explorers for Spain  
2.3 The Columbian Exchange  
Savvas Leveled Readers

#### Additional Resources

##### Reading Books:

[So You Want to Be an Explorer?](#) By Judith St. George

##### Databases/Websites:

[Clever Teacher: 4 Exciting Ways to Introduce Age of Exploration](#)

[Clever Teacher: Teaching the Age of Exploration](#)

[Britannica Online: Age of Discovery](#)

[Britannica Kids: Conquistadors](#)

[Ducksters: Spanish Conquistadors](#)

##### Videos:

[Flocabulary: Age of Exploration](#)

[Flocabulary: Discovering America](#)

\*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title		Estimated Time Frame*
<b>Unit 3: Settling the Colonies in North America</b>		3rd Quarter
<b>Big Idea</b>		
<p>The focus of fourth grade builds on student knowledge of local, national, and world social studies to discover how and why people move from one place to another. In this Early Colonial Settlement Unit, students will learn factors that encouraged and restricted settlement, how European settlers and American Indians interacted, and how governments were formed.</p>		
Compelling Question	Interdisciplinary Literacy Practices	
<p><b>Why do people leave their homelands?</b> <b>Why do people MIGRATE?</b></p>	<ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> <li>9. Apply high level cognitive processes to think deeply and critically about text.</li> <li>10. Develop a literacy identity that promotes lifelong learning.</li> </ol>	
<p align="center"><b>KAS Standards</b> Bold standards are identified as essential</p>	<p align="center"><b>Prerequisite Skills/Considerations</b></p>	<p align="center"><b>Samples of Learning Intentions/ Success Criteria</b></p>

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Supporting Questions are included with each standard.		These are suggested and can be modified.
<p><b>4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.</b></p> <p><b>4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.</b></p> <p>4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.</p> <p><u>Supporting Questions:</u> How did the Spanish have an advantage over other European countries in establishing colonies in North America?</p>	<ul style="list-style-type: none"> <li>- Identify parts of North and South America on a map</li> <li>- Identify physical features that promote or discourage settlement</li> <li>- Define and describe natural resources.</li> </ul>	<p>I am learning of the advantages and advancements that made Spain a colonial powerhouse in the New World.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>● Explain why Spain explored and settled in the Americas</li> <li>● Connect how the geography of Central and South America impacted Spanish settlements</li> <li>● Give examples of how technology and investments (money) gave Spain an advantage in establishing colonies.</li> <li>● Define the Treaty of Tordesillas and how it fueled competition for land in the Americas.</li> </ul>
<p><b>4.G.HI.1 Explain how cultural, economic, environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies.</b></p>	<ul style="list-style-type: none"> <li>- Identify regions within the United States on a map</li> <li>- Describe conflicts and how they are/can be resolved</li> <li>- Explain what happens when resources are scarce/limited</li> </ul>	<p>I am learning ways Europeans competed for economic opportunities in the Americas.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>● Explain the religious and economic reasons the Puritans</li> </ul>

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<p><b>4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.</b></p> <p><b>4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.</b></p> <p>4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.</p> <p>4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.</p> <p><u>Supporting Question:</u> How did competition affect the early colonization of North America?</p>		<p>and pilgrims settled in New England.</p> <ul style="list-style-type: none"> <li>● Explain how and why the British (English) started colonies in Virginia.</li> <li>● Describe how the Virginia Company worked.</li> <li>● Describe the conflict between Jamestown settlers and the Powhatan people.</li> <li>● Summarize the relationship between the American Indians and the English, the French, and the Dutch.</li> <li>● Compare and contrast New France and New Netherlands.</li> </ul>
<p><b>4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America</b></p>	<ul style="list-style-type: none"> <li>- Describe different forms of government, especially democracy and monarchy.</li> </ul>	<p>I am learning how different colonies and communities established governments.</p> <p>I know I am successful when I can...</p>

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<p>4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.</p> <p><u>Supporting Question:</u> How did early settlers establish their own governments?</p>		<ul style="list-style-type: none"> <li>• Compare and contrast monarchy with self-government (democracy)</li> <li>• Define the Mayflower Compact and explain its importance/impact.</li> <li>• Describe the kinds of communities Puritans and pilgrims created.</li> <li>• Describe and compare ways other communities in the colonial period governed themselves.</li> </ul>
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**Vocabulary (Essential in bold, supporting not bolded)**

**Cash Crop:** something grown on a farm or plantation to sell for profit

**Class system:** a way of sorting people based on how much money they have, what they do, where they were born, etc.

**House of Burgesses:** A lawmaking body in the American colonies

**Indentured Servant:** a person who agrees to work for someone else for a number of years in exchange for something like payment for a trip or learning a trade or skill

**Migration:** moving from one place to another to live

**Missionary:** someone who travels to different places to teach people about their religion or beliefs

**Pilgrimage:** a special journey people take for religious reasons

**Representative:** someone who speaks or acts for other people, usually elected in a government role (House of Burgesses)

**Treaty:** an agreement between two groups or countries

Anglican: The Anglican Church was a Christian church that started in England led by bishops and priests

Encomienda: An economic system in early Spanish colonies where Spanish settlers were given land and Native American workers mined or farmed.

Royal Charter: a special permission slip by a King or Queen to settle a colony or start a business.

Viceroy: a kind of colonial governor that ruled on behalf of a King or Queen

**Social Studies Inquiry Standards** (to be incorporated throughout instruction – standards in **bold** can be cross-content with

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Questioning:

**4.I.Q.1 Ask compelling questions about migration and settlement.**

**4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**

Investigating:

*Investigating occurs the exploration of the discipline strand standards.*

Using Evidence:

**4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.**

**4.I.U.E.2 Determine the value and limitations of primary and secondary sources.**

**4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.**

Communicating Conclusions:

**4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.**

**4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.**

**4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement**

4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.

#### Summative Assessment

[Link to 2023-2024 Grade 4 Unit 3 Pearson Common Unit Assessment](#)

Savvas Chapter 3 Quest - p.86-87 ([Rubric](#))

#### Anchor Materials

Savvas Student Texts

3.1 Spanish Colonies in the Americas

3.2 English Colonies in Virginia

3.3 Pilgrims and Puritans in New England

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3.4 The French and Dutch in North America  
4.4 Cooperation and Conflict  
4.5 The French and Indian War  
Savvas Leveled Readers  
Savvas Chapter 3 Quest - p.86-87 ([Rubric](#))

#### Additional Resources

##### Databases/Websites:

<https://kids.britannica.com/kids/article/Spanish-Missions/353471>

[Virtual Field Trip: St. Augustine](#)

[Historic Jamestown](#)

[Ducksters Jamestown](#)

[Ducksters Roanoke](#)

[Ducksters Plymouth Colony](#)

[Plymouth Educator Resources](#)

[Northwest Passage/Jacques Cartier](#)

[Henry Hudson:Primary Source](#)

[Virtual Museum of New France](#)

[Britannica for Kids: Algonquin](#)

##### Videos:

[Brain Pop: Jamestown Part 1](#)

[Brain Pop: Jamestown Part 2](#)

[Flocabulary: Jamestown](#)

[Scholastic Plymouth Videos](#)

[The Mayflower/Pilgrims: Short Videos](#)

\*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)



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Unit Title		Estimated Time Frame*
Unit 4: Life in the Colonies		4th Quarter
<b>Big Idea</b>		
<p>The focus of fourth grade builds on student knowledge of local, national, and world social studies to discover how and why people move from one place to another. In this unit on the Thirteen Colonies, students will compare and contrast different ways that the government interacts with the economy. Students will describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement. They will also connect colonial development to Kentucky.</p>		
<b>Compelling Question</b>		<b>Interdisciplinary Literacy Practices</b>
<p><b>What factors impacted life in the colonies?</b></p>		<ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> <li>9. Apply high level cognitive processes to think deeply and critically about text.</li> <li>10. Develop a literacy identity that promotes lifelong learning.</li> </ol>
<b>KAS Standards</b>	<b>Prerequisite Skills/Considerations</b>	<b>Samples of Learning Intentions/</b>

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<p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>		<p><b>Success Criteria</b> These are suggested and can be modified.</p>
<p><b>4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement, and use of various national resources, using maps, photos, and other geographic representations.</b></p> <p><b>4.G.HI.1 Explain how cultural, economic, environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies.</b></p> <p><u>Supporting Question:</u> How did geography impact life in the Colonies?</p>	<ul style="list-style-type: none"> <li>- Connect how physical features impact settlement</li> </ul>	<p>I am learning how geography impacted settling the colonies.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>- Use maps to identify parts of the physical geography of the colonies</li> <li>- Compare and contrast the geographic regions of the colonies.</li> <li>- Make connections to how the geography of the colonies impacted people’s way of life</li> </ul>
<p><b>4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</b></p> <p><b>4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.</b></p> <p><u>Supporting Question:</u> How did colonists make a living?</p>	<ul style="list-style-type: none"> <li>- Connect how natural resources and climate impact the economy (for example, what crops can be grown)</li> </ul>	<p>I am learning how economic decisions were made in the colonies.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>- Identify different types of producers in the colonies</li> <li>- Explain how producers and consumers interacted in the colonies.</li> <li>- Describe how available resources impacted the</li> </ul>

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		<p>economy of the colonies.</p> <ul style="list-style-type: none"> <li>- Define and give an example of an opportunity cost.</li> </ul>
<p><b>4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.</b></p> <p>4.G.HI.1 Explain how cultural, economic, environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies.</p> <p><u>Supporting Question:</u> Why did slavery expand in the Colonies?</p>	<ul style="list-style-type: none"> <li>- Explain the role of producers</li> <li>- Describe how labor (work) is used in production</li> </ul>	<p>I am learning how the expansion of slavery impacted life in the colonies.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>- Describe the impact of slavery on both free people and enslaved people.</li> <li>- Explain the economic impact of slavery, especially in the Southern Colonies.</li> <li>- Describe the economic interdependence as a result of the Triangular Trade Route.</li> </ul>
<p><b>4.G.HI.1 Explain how cultural, economic, environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies</b></p> <p><b>4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.</b></p> <p>4.H.CE.1 Utilize chronological sequences</p>	<ul style="list-style-type: none"> <li>- Describe basic concepts of diplomacy (from Grade 2: How North American countries interact today; from Grade 3: How countries interact on a global scale)</li> </ul>	<p>I am learning how diverse groups of people interacted in the colonies.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> <li>- Describe the relationship between European settlers and Native Americans.</li> <li>- Explain how the desire for land and power led to conflict between colonists and Native Americans.</li> <li>- Explain how conflict between colonists and Native Americans</li> </ul>

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<p>of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.</p> <p><u>Supporting Questions:</u> How did colonists interact with diverse groups of people and each other?</p> <p>What factors impacted life for early Kentuckians?</p>		<p>led to the French &amp; Indian War</p> <ul style="list-style-type: none"> <li>- Identify reasons why early settlers came to Kentucky.</li> </ul>
<p><b>Vocabulary (Essential in bold, supporting not bolded)</b></p>		
<p><b>Ally:</b> a friend or helper, usually describes countries that work on the same side during a war  <b>Barter:</b> trading goods or services without using money  <b>Export:</b> sending goods or products to other countries for trade  <b>Import:</b> bringing in goods or products from other countries  <b>Proprietor:</b> someone who owns and runs a business or land/property  <b>Slavery:</b> forced work without pay and no freedom/rights</p> <p>Region: an area of land with certain things in common, like land, weather, or culture.  Treaty: an agreement between countries or groups of people  Uprising: when a group of people come together to protest or fight against something they don't agree with</p>		
<p><b>Social Studies Inquiry Standards</b> (to be incorporated throughout instruction – standards in <b>bold</b> can be cross-content with ELA)</p>		
<p><u>Questioning:</u>  <b>4.I.Q.1 Ask compelling questions about migration and settlement.</b>  <b>4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.</b></p> <p><u>Investigating:</u></p>		

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*Investigating occurs the exploration of the discipline strand standards.*

Using Evidence:

**4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.**

4.I.U.E.2 Determine the value and limitations of primary and secondary sources.

**4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.**

Communicating Conclusions:

**4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.**

**4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.**

4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement

4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.

#### Summative Assessment

Teacher-generated Summative Assessment

#### Anchor Materials

Savvas Student Texts

4.1 New England, Middle, and Southern Colonies

4.2 Daily Life in the Colonies

4.3 Slavery in the Colonies

Primary Source: The Interesting Narrative of the Life of Olaudah Equiano

Celebrating Kentucky: KY28-KY33

Savvas Leveled Readers

#### Additional Resources

**Databases/Websites:**

[Thirteen Colonies](#)

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[Flocabulary: Colonial America](#)

[Ducksters: Colonial America](#)

[Colonial Government](#)

[Mr. Donn: The 13 Colonies](#) (Links to targeted concepts: Daily Life, Regions, Occupations, Schools, Homes, Clothing, Toys and Games, Religion)

**Videos:**

[Brainpop: Building the Thirteen Colonies](#)