



CONCORDIA CURRICULUM GUIDE



GRADE

4

Social Studies





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PREFACE

Ministry of Christian Schools

Parental expectations of Christian schools include

- excellent discipline;
- high academic standards;
- low teacher-student ratios;
- dedicated, conscientious teachers;

Many Christian schools offer these advantages. But the real distinction is that Christian schools proclaim Jesus Christ as the Son of God and Savior of the world. Teaching Jesus Christ, then, is “the real difference” between Christian and public schools. In Christian schools, teachers and students witness personally and publicly to their faith in Jesus Christ. Students study the Bible and worship God daily. Teachers relate Jesus Christ to all aspects of the curriculum. Teachers and students share Christian love and forgiveness.

Those who teach in Christian schools are privileged with the opportunity to

- teach the Word of God in its truth and purity;
- acknowledge the Bible as God’s infallible Word and the Confessions as the true exposition of the Word;
- identify God’s Word, Baptism, and the Lord’s Supper as the means through which God creates and sustains faith;
- emphasize Law and Gospel as the key teaching of Scripture;
- seek to apply Law and Gospel properly in daily relationships with students, parents, and other teachers;
- teach all of what Scripture teaches (including Christian doctrines) to all students, no matter what backgrounds they have;
- share with students what Jesus the Savior means to them personally;
- equip students to proclaim the Good News to others;

- encourage students to find the support and encouragement found only in the body of Christ, of which Jesus Himself is the head.

In Christian schools, Christ permeates all subjects and activities. Religion is not limited to one hour or one class. Teachers seek opportunities to witness in every class and to relate God’s Word to all aspects of life. Through this process, and by the power of the Holy Spirit, students grow in faith and in a sanctified life and view all of life, not just Sunday, as a time to serve and worship God.

In summary, it is intrinsic to ministry in a Christian school that all energies expended in the educational process lead each child to a closer relationship with the Savior and with other members of the Christian community.

How to Use This Guide

The Concordia Curriculum Guide series is designed to guide you as you plan and prepare to teach. The introductory chapters provide foundational information relevant to the teaching of social studies to students in a Christian school. But the majority of the pages in this volume focus on social studies standards and performance expectations together with ideas and activities for integrating them with various aspects of the Christian faith. This volume does not provide a curriculum plan or lesson plan for any particular period or day. Instead, it provides a wealth of ideas from which you can choose and a springboard to new ideas you may create. You may use this curriculum guide with any textbook series.

The social studies standards included in this book are informed by the standards developed by the National Council for the Social Studies (NCSS) (see also Chapter 3) and are provided as a compilation of the social studies standards and performance expectations adopted by the individual states. In order to offer a well-coordinated curriculum design, the social studies objectives for this grade level relate to and connect with the standards provided at other grade levels.

The standards, then, can serve you and your whole faculty in several ways. They can help you

1. plan your teaching in an organized way;
2. coordinate your teaching of a subject with the teaching in other grades in your school;
3. select textbooks and other learning or teaching materials;
4. evaluate your current instruction, materials, and objectives;
5. implement procedures for school accreditation;
6. nurture the Christian faith of your students as you teach social studies.

We assume that teachers will use materials in addition to those included in the guide, but, since many materials do not integrate the Christian faith, we have provided suggestions for specific methods to use as you teach day by day. Everyone has a different teaching style. No one will be able to use all the ideas in this volume. As you think about practices that will work for you and would be helpful in your classroom, consider these possible ways to find and use ideas from this volume:

- Read the entire volume before school starts. Highlight the ideas you think you can use.
- Write ideas in your textbooks. List the page numbers from this volume that contain suggestions you would like to use in connection with a lesson or unit.
- Throughout the year, designate periods of time, perhaps at faculty meetings, to discuss portions of this volume as you seek to improve your integration of the faith in social studies. Brainstorm, develop, and implement your ideas. Then follow up with other meetings to share your successes and challenges. Together, find ways to effectively use the suggestions in this volume.
- Plan ways to adapt ideas not closely related to specific lessons or units in your secular text-

books. Inside your plan book clip a paper with a list of suggestions from the volume that you would like to use. Or list each idea on a file card and keep the cards handy for quick review. Use those ideas between units or when extra time is available.

- Evaluate each suggestion after you have tried it. Label it as “use again” or “need to revise.” Always adapt the suggestions to fit your situation.
- Think about integrating the faith each time you plan a lesson. Set a goal for yourself (e.g., two ideas from this volume each week), and pray that God will help you to achieve it. You will find the index at the back of this volume especially helpful in finding faith-connecting activities relevant to specific topics.
- If the ideas in the Concordia Curriculum Guide series seem overwhelming, begin by concentrating on only one subject per month. Or attempt to use the suggested ideas in only two to four subjects the first year. Add two to four subjects per year after that.

Probably the most effective teaching occurs when teachers take advantage of natural opportunities that arise to integrate the faith into their teaching. In those situations, you will often use your own ideas instead of preparing a lesson plan based on teaching suggestions in this guide. Use the white space on the pages of this book to record your own ideas and activities for integrating the Christian faith. We hope this volume will be an incentive to you to create your own effective ways to integrate the Christian faith into the entire school day.

We believe that Christian schools are essential because we believe that our relationship with Jesus Christ permeates every part of our lives. That is why our Christian faith permeates our teaching. That is why we teach in a Christian school.

CHAPTER 1

A Journey: Developing Citizens through Social Studies

By

James B. Kracht

James B. Kracht, author of various social studies curriculum texts and materials in current use and advisor and board member for numerous organizations and agencies, attended Zion Lutheran School in New Palestine, Indiana, is a graduate of Concordia University, River Forest, Illinois, and began his long and productive teaching career in Lutheran schools. Dr. Kracht is a Fellow of the Grosvenor Center for Geographic Education and is a recipient of the Extraordinary Service Award from Texas A&M University and the Distinguished Service Award from the Texas Council for the Social Studies. Dr. Kracht was named director of the writing team for the Texas Essential Knowledge and Skills for Social Studies in 1995, and in 1996 became Director of the Social Studies Center for Educator Development. He is currently Associate Dean for Academic Programs in the College of Education and Human Development at Texas A&M University, where he has been on the faculty since 1974. He also serves as a codirector of a national demonstration project for interdisciplinary curriculum development at the middle grades and as a consultant for the development of national social studies standards in the United Arab Emirates and Syria.

Our Destination

It was a family tradition. On summer Sunday afternoons we would pile into our 1948 Chevy. The first question out of my mouth would be, “Where are we going?” and my dad’s answer was always the same, “We’re going to take a little ride.” “But where?” I would ask. The answer was repeated Sunday after Sunday, “Somewhere.” “Well, how will we know how to get there?” I would insist, knowing I was pressing my luck. “We will just follow our noses,” my mom would laugh. At that point I knew I would never get an answer that would satisfy me, so I would busy myself listening to my parents’ conversation, looking out the back window, and watching the dust trail as our car bumped down the gravel roads. Sometimes those drives would last thirty minutes and sometimes three hours. Frequently we would reach an intersection and disagree on whether to go straight ahead or turn left or right. I was always amazed at the number of new routes we could take and still not know the destination.

While I enjoyed those rides and even continued the tradition with my own children on occasions, most of the journeys I have pursued in life have had a strong sense of destination. Whether travel, education, career, home project, or office task, I approach tasks with a destination or end result in mind. I will admit that sometimes I have chosen the wrong destination and often there have been wrong turns, delays, and detours along the way, but the idea of a destination is comforting. Destinations bring a sense of accomplishment. Destinations are the result of thoughtful decisions. The journey to the destination requires planning and hard work. Wrong turns and detours demand evaluation and correction, while arrival brings a sense of success. In my view, the journey toward citizenship incorporates both the spirit of the Sunday afternoon ride and a planned journey toward a destination. While citizenship is our destination, social studies is the route we take to reach that objective.

Growing new citizens is vital to the continuation of our republican form of government and the

CHAPTER 2

Teaching and Learning Social Studies from a Christian Perspective

Social studies explores the world God made, including the universe and especially our planet, Earth, and the plants, animals, and people found in its various habitats. In the great diversity of life, we see the marvelous hand of our awesome God, who in His great love sustains and upholds our world even as He has sent His only Son to pay for the sins of all people.

Social studies and all other subjects can be taught and learned through the following overall goals, which have been the hallmark of the Christian education material prepared by Concordia Publishing House through the years. These materials aim to assist teachers and leaders so that

- through the Word of God and the work of the Holy Spirit, people of all ages may know God, especially His seeking and forgiving love in Christ, and may respond in faith and grow up into Christian maturity;
- seeing themselves as the reconciled, redeemed children of God and individual members of Christ's body, the Church, they may live happily in peace with God, themselves, and their fellow human beings;
- they may be encouraged to express their joy in worship of God and in loving service to others;
- by the grace of God they may value all of God's creative work in His world and Church and witness openly to Christ as the Savior of all people, participating actively in God's mission to the Church and the world;
- they may joyfully live in the Christian hope of new life in Christ now and in eternity.

Social Studies and God

Our loving and almighty God cares for us. He loves and desires to save all people. Any course of instruction about our world and human history

that ignores the Creator and Preserver of all things is incomplete.

For the children of God, learning Social Studies involves a developing knowledge and understanding of the following:

- God
- Ourselves
- Other Christians
- Nonbelievers
- All creation

God's Word teaches these truths:

- God created the holy angels, the universe, our planet, and all things in six days (Genesis 1).
- He created our first parents, Adam and Eve, and through them all people.
- Yielding to the temptation to abandon God's will, Adam and Eve sinned. All of creation suffered sin's devastating consequences.
- Although God made people in His image, that image was lost to our first parents and to all who would come after them through the fall into sin (Genesis 5:3).
- Strife between God and fallen humanity, among people, between people and animals, among animals, and between people and their environment continues as a result of sin (Genesis 3).
- God sent His only Son to live, die, and rise again in order to pay for the sins of all people (2 Corinthians 5:15). Jesus is the Son of God and also true man. Salvation can be found only in Him (Acts 4:12).
- As God who created all things, Jesus exerts control over the forces of nature. For example, He stilled the storm (Luke 8:22–25), and He reversed the natural decaying process when He raised Lazarus from the dead (John 11:38–44).

CHAPTER 3

Using the Ten Strands of Social Studies in Christian Education

The National Council for the Social Studies (NCSS) has approved ten strands for social studies education. These ten strands provide a helpful organizing framework for the social studies standards as they are developed and implemented in our nation's schools.

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

The NCSS has given permission for the standards and performance expectations charts for students in early grades (k–3), middle grades (4–8), and high school (9–12) to be adapted to incorporate elements of the Christian faith. The adapted standards and expectations charts for each of the strands follow.

CHAPTER 4

Social Studies Curriculum Standards for Students in Grade 4

This chapter includes social studies standards that have been compiled from the individual state departments of education. They are organized, grade by grade, into the following five areas:

1. Geography 
2. History 
3. Society and Culture 
4. Citizenship and Government 
5. Economics 

The standards have been systematized according to the following numerical designations to indicate grade level, area, category, and performance objective:

The first digit indicates the grade level (e.g., the 2 in 2.5.1.8 designates that the performance expectation is for grade 2).

The second digit indicates the area of social studies (as listed above) addressed by the standard (e.g., the 5 in 2.5.1.8 designates the standard as an economic area since 5 is the number for economics).

The third digit identifies a category within the area. These categories are the same at every grade level (e.g., the 1 in 2.5.1.8 relates to the category *Economic systems, institutions, and incentives affect people in many aspects of life*, which is the first category of economics at every grade level).

The fourth digit indicates the number of the specific performance expectation. These expectations will vary from level to level (e.g., the 8 in 2.5.1.8, as found in the economics area of the grade 2 standards relating to the category *Economic systems, institutions, and incentives affect people in many aspects of life*, refers to the eighth item in that category).

Chapter 5 provides faith-integration activities organized by category. These activities provide many opportunities to teach aspects of the Christian faith in conjunction with each area of the social studies curriculum. Each activity is keyed to a specific performance expectation. A list of social studies standards performance expectations for this grade level is provided on the remaining pages of this chapter.

GEOGRAPHY



- 4.1 Fourth-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the earth, and to grow in understanding and appreciation of their responsibilities as stewards of all the earth's resources.**
- 4.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.**
 - 4.1.1.1 Use the globe to relate day and night to the rotation of the Earth on its axis.
 - 4.1.1.2 Identify on a globe the North and South poles, the equator and prime meridian, the tropics, and the hemispheres.
 - 4.1.1.3 Name and locate your state's capital and the major regions, waterways, and land features of your state.
 - 4.1.1.4 Use map scales to measure distance and longitude and latitude to plot locations on maps and globes; understand meridians and time zones, and interpret relief maps.
 - 4.1.1.5 Create a local map using lines, points, symbols, and an appropriate scale.
 - 4.1.1.6 Create and use maps, globes, and other geographic tools to gain, process, and present information from a geographic perspective.
 - 4.1.1.7 Explain how the amount of sunlight and other aspects of climate influence the activities of the people living in a certain region.
 - 4.1.1.8 Demonstrate how physical processes within the Earth affect the surface and climate.
 - 4.1.1.9 Locate information about a specific aspect of the geography of your state or the United States using the Internet.
- 4.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).**
 - 4.1.2.1 Use maps to locate human and physical features, such as major bodies of water and river systems in your area, in the United States, and in the world.
 - 4.1.2.2 Draw a sketch map of your state and include major cities and geographic features.
 - 4.1.2.3 Relate the agricultural and industrial regions to the location of our nation's population centers.
 - 4.1.2.4 Describe patterns of settlement and the geographic factors that influence where people live, giving special attention to your own state.
 - 4.1.2.5 Use physical and human geographic features to define the locations and regions in your state or geographic area.
 - 4.1.2.6 Discuss how different groups of people adapt the environment to meet their needs.
 - 4.1.2.7 Explain how the physical features of your state or region have affected the settlement patterns of the state (e.g., rivers, valleys, prairie).
 - 4.1.2.8 Describe how transportation and communication capabilities affect patterns of settlement and economic activity.

CHAPTER 5

Information and Activities for Integrating the Faith as Keyed to Grade 4 Standards

The social studies standards included in this chapter have been compiled from the individual state departments of education and organized grade by grade into the following five areas:

1. Geography 
2. History 
3. Society and Culture 
4. Citizenship and Government 
5. Economics 

The standards have been systematized according to the following numerical designations to indicate grade level, area, category, and performance objective as described on the first page of chapter 4.

Performance expectations are numbered sequentially (e.g., the 8 in 2.5.1.8 is found in the grade 2 area, relating to the category *Economic systems, institutions, and incentives affect people in many aspects of life* and is the eighth item in that category.) A complete list of social studies standards performance expectations for this grade level is provided in chapter 4.

On the pages of chapter 5, you will find an easy-to-reference two-column format for faith integration with the social studies standards. The left-hand column under the heading “Information by Topic” provides helpful teaching background information and insights relevant for integrating some aspect of the Christian faith. The number following the topic identifies the performance expectation to which the topic relates (see chapter 4). Beside each entry, in the right-hand column under the heading “Discussion Points/Activities,” you will find ideas helpful for planning and organizing student learning experiences that reinforce and expand upon these faith connections.

Be sure to consult the index at the end of this volume for a complete listing of topics and where they may be found.



4.1 Fourth-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the earth, and to grow in understanding and appreciation of their responsibilities as stewards of all the earth's resources.

A useful Web site with helps for teaching the geography standards is the *National Geographic* Web site at www.nationalgeographic.com/xpeditions.

4.1.1 Skill in using geographical tools helps people understand the world from a spatial perspective.

Rotation (Of the Earth)

God created the earth to rotate on its axis and thereby created night and day. The earth's rotation also affects wind, climate, and ocean currents. Through the rotation of the earth God provides many blessings to all living things. (4.1.1.1)

- Turn off the lights in the classroom and use a flashlight to represent the sun (created by God on Day 4—Genesis 1:14–19). Shine the flashlight on one side of the globe and demonstrate how the rotation of the earth on its axis creates day and night. Then rotate the globe seven times; on each successive rotation read from Genesis 1 about the creative activity of God on each successive day.

- Speculate about what our planet might be like if it did not rotate; one half of the Earth would experience continual daytime and the other half, continual nighttime. Could the planet support human life? How would ocean currents and climate be affected? How would a change in the speed of the rotation of the earth affect human life? By creating the earth to rotate on its axis, the Lord enabled our planet to support life.

- Review the explanation for the First Article of the Apostles' Creed. Which statement is best explained by our understanding of the earth's rotation? Design a poster to praise our wise and good Creator. He made the Earth and the sun just the right size and He created the exact speed at which the Earth would rotate so it would be the very best home for us!

Globe (North and South Poles, Equator and Prime Meridian, Tropics, Hemispheres)

As you introduce students to the geographic markings on a globe, including the poles, the equator, and prime meridian, and explain their significance and the concepts of tropics and hemispheres, comment that the whole earth—that is, God's creation—is an interesting place to study. All of the people who live on earth are people whose sins Jesus has taken away. (4.1.1.2)

- As you think about just how big the planet is (at the equator the earth is about 24,900 miles in circumference and 7,900 miles in diameter), reflect on the words of Psalm 103:12 and create a journal entry in response to the phrase, "As far as the east is from the west, so far does He remove our transgressions from us."

- Most of the people groups who do not know Jesus as their Savior live in an area stretching

**Sunlight, Climate** (Influence on Human Activities)

Each day begin class sessions by acknowledging the blessing that God is giving in the new day. He is giving opportunity to praise and honor Him by careful use of His creation, to receive again His grace and goodness through His Son, Jesus, and to be strengthened again for faithful service by His Holy Spirit. Through restful sleep He has made us “active and watchful,” ready to be fit for His missions, as Gregory I described his morning blessings in the words of the hymn, “Father, We Praise You.” (4.1.1.7)

- Find a map of your state or country (complimentary folded commercial-type maps may be available through your tourism organization). Discuss holiday/summer plans. Plot your journeys on the map, determine distances you will travel, sights you will see, and states through which you will travel. Why is summer a good time to travel? (More daylight is available.) Describe ways that God provides protection as we travel. Share Psalm 121:2–4. Write a prayer asking for God’s blessings and safe travel for your family. Display neatly typed copies of the prayers with the maps you and your classmates create.
- Examine Martin Luther’s Morning and Evening Prayers. For what was Luther especially thankful? In the morning, what was his prayer for the day? In the evening, what did he want God to do? Use these prayers regularly in your devotions.

Physical Processes (Affecting Earth’s Surface and Climate)

One of the great examples of how physical processes affect the surface and climate of the earth is Scripture’s account of the flood of Noah’s time (Genesis 7:11–12, 17–24; 8:1–14; 9:12–17). Have your students list ways that the flood affected the surface of the earth. The rainbow, produced by a physical process itself, marked God’s great covenant promise to His people. God’s eternal covenant promise for all people included the promise of the Savior and was realized in the birth, life, suffering, death, and resurrection of Jesus for the salvation of all. God’s keeping of His covenant affected the earth more than any physical process ever could. (4.1.1.8)

- Where did the mountains come from? Are they only the result of earthquakes and volcanic eruptions, which pushed layers of earth upward to form high places? Read Genesis 1. This chapter of God’s Word tells us that the earth came into being as the result of God’s creative power. God also set in motion forces and physical laws that have changed the appearance of things over the years. Water does erode away soil. Earthquakes do form hills and gullies. But the world God created was perfect in every way—just right for Adam and Eve and for us.
- Praise God with the words of the hymn “We Sing the Almighty Power of God.”
- Review Psalm 90. Identify the qualities of God described in these verses.

Geography (Of a State or the United States)

Help students design and produce a travel brochure for a noteworthy place to visit. Capitalize on the skills developed in such a project by having your students prepare a travel brochure for heaven. Direct your students to include some of the

- For each physical feature of your state (river, mountains, plains) name a similar geographical feature mentioned in the Bible; locate these geographical features on maps. Tell what significant event occurred at the biblical sites. Geographic



INFORMATION BY TOPIC

features of heaven, Who operates heaven, and, especially, that people get to heaven by receiving the free ticket which Jesus gives to them by faith. (4.1.1.9)

4.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).

DISCUSSION POINTS/ACTIVITIES

features to look for include the following: a river, mountains, a desert, a lake or sea.

- Make papier mâché globes using blown up balloons. Cut strips of newspaper, soak them in liquid starch, and cover the surface of the balloon with them. When the globes dry, paint the continents and oceans on the globes. Hang the globes in your classroom. Place a large cross on each globe as a reminder that Jesus died for the sins of the whole world.

Map Features, Human and Physical (Bodies of Water and Rivers, Cities)

As your students develop their geographical skills, help them use these skills to add depth to their biblical understandings and to give focus to mission efforts. (4.1.2.1)

- Bring tourism/travel guides and brochures from various regions of the United States. Work with the class to create tourism guides for various regions and cities prominent in Bible history (e.g., the Sea of Galilee, Jerusalem at the time Solomon was building the Temple, Babylon during Nebuchadnezzar's reign). Include maps as a part of each guide/brochure you create.
- Work as a class or in groups of 3–4 students to create topographic relief maps from salt dough. (This Web site has a basic recipe, variations, and an explanation of how to add color to your map: www.multihobbies.com/saltdough/recipes.htm). While one group makes a map of your state, another group can make a map of the Holy Land. As you design and create your maps, make geographic observations: Where are the main cities located? How do the rivers, lakes, and other geographic features affect where cities spring up? Are the answers to these questions similar for both areas?

State Maps (Cities and Geographic Features)

Help students develop the skill to draw sketch maps of various areas in your community. Use these maps to help students develop the skill to give clear, specific directions to places. Help your students see that giving clear directions is one simple way of helping and serving others in response to Jesus' saving help given to us. (4.1.2.2)

- Much of the time, Jesus and his contemporaries walked from place to place, city to city. What would that have been like? Compare distances between towns in the Holy Land with similarly placed towns in your state. What would it be like to walk from City X to City Y? Pretend you walked with your family to worship in a way simi-