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Suggested Implementation Guide for *Our Great Nation* Grade 4

	Week 1	Week 2	Week 3
English Language Arts	Read aloud <u>A is for America</u> as a unit overview. Create a bubble map of topics that you want to learn more about concerning the formation of the US. Research the formation of the US using books from the trunk.	Read the class set: <u>John Adams Speaks for Freedom</u> . Create a double entry journal to write connections or questions that arise while reading.	As a whole class, decide how to divide the story, <u>John Adams Speaks for Freedom</u> into 5-7 major parts. Then assign a part to each small group to write and perform a short skit representing that section.
Social Studies	Using <i>Documents of Freedom</i> as models, students will research the Articles of Confederation and the Constitution to create their own classroom constitution.	Students will compare the Articles of Confederation and the Constitution to describe the difference in distribution of power. Research early leaders that contributed to the development of the two documents.	Students will continue to research in order to create a presentation to explain, describe, and enact the roles and accomplishments of those early leaders.
Science	Read aloud <u>How Benjamin Franklin Stole the Lightning</u> . Research and brainstorm how we use electricity today versus how people lived before electricity was harnessed.	Create simple and parallel circuits. Create a diagram to summarize and compare the function of these two types of circuits.	Working in small groups, create a picture book for children to explain how electrical circuits work.
Music	Sing the National Anthem. Read closely to determine what the text says and to make logical inferences.	Research the history behind the National Anthem.	Depict the ideas and beliefs of the National Anthem into a modern day rap.
Art	Share information from <u>Great Colonial America Projects</u> , Ch. 7: <i>Colonial Communication</i> with the class, especially printing presses and calligraphy.	Demonstrate and practice writing calligraphy with a quill pen and printing on a printing press (see p. 100, <u>Great Colonial America Projects</u>).	Set up stations: 1. Use the quill pen and ink to write the class constitution created in Social Studies. 2. Follow the procedure on p. 100, <u>Great Colonial America Projects</u> to print the Preamble to the Constitution.