

Grade 4 Holidays/Observances/Events

Unit Title: Holidays/Observances/Events

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.
- **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

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- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryCC.3:** Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.6:** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- **6.1.5.HistoryUP.4:** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

NJSLS ELA Reading:

- **RI.4.1.-** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2.-** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3.-** 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.

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- **RI.4.4.-** 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.4.5.-** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.6. -** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.7. -** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.4.8.-** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.9.-** Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.4.10.-** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLS ELA Writing:

- **W.4.1. -** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1.a. -** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1.b. -** Provide reasons that are supported by facts from texts and/or other sources.
- **W.4.1.c. -** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.4.1.d. -** Provide a conclusion related to the opinion presented.
- **W.4.2 -** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.2.a. -** Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension.
- **W.4.2.b. -** Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
- **W.4.2.c. -** Link ideas within paragraphs and sections of information using words and phrases.
- **W.4.2.d. -** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2.e. -** Provide a conclusion related to the information or explanation presented.
- **W.4.3.a. -** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3.d. -** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.4. -** Produce coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5. -** With support, strengthen writing as needed by planning, revising, and editing.
- **W.4.6. -** With support, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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- **W.4.7.** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8.** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.4.9.** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9.a.** - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- **W.4.10.** - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening:

- **SL.4.1.** - Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.4.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.4.1.b.** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1.c.** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.1.d.** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.4.3.** - Identify the reasons and evidence a speaker provides to support particular points.
- **SL.4.4.** - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5.** - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.6.** - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.5.CAP.2	Identify how you might like to earn an income.	An individual’s passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different	Income and benefits can vary depending on the employer and

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	types of jobs and careers.	type of job or career.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.	Digital engagement can improve the planning and delivery of climate change actions.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

<p><u>Central Idea/Enduring Understanding:</u> Scholars will...</p> <ul style="list-style-type: none"> ● Dr. Martin L. King, Jr. Day – <ul style="list-style-type: none"> ○ Identify the accomplishments of Dr. Martin Luther King Jr. ○ Demonstrate the importance of community service. ● Holocaust Remembrance Day – 	<p><u>Essential/Guiding Question:</u></p> <p>Why do we celebrate these holidays?</p> <ul style="list-style-type: none"> ● Dr. Martin L. King, Jr. Day - Third Monday in January ● Holocaust Remembrance Day- January 27th ● Black History Month- Month of February ● Freedom Day - February 1st
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<ul style="list-style-type: none"> ○ Explain discrimination and what actions we can choose to prevent or dismantle it. ○ Discuss what tolerance and the acceptance of others mean. ● Black History Month – <ul style="list-style-type: none"> ○ Explain the influence of African Americans on the history, culture, and achievements of the United States. ○ Research African Americans and their contributions. ● Freedom Day – <ul style="list-style-type: none"> ○ Explain the 13th amendment. ○ Explain the history of civil rights. ○ Research information about a famous civil rights leader. ● Presidents Day – <ul style="list-style-type: none"> ○ Explain Presidents Day and the contributions of current and past presidents. ○ Identify the accomplishments of George Washington and Abraham Lincoln. ● Women’s History – <ul style="list-style-type: none"> ○ Explain the accomplishments and impact of females around the world. ● Arbor Day – <ul style="list-style-type: none"> ○ Explain Arbor Day and the importance of trees. ○ Research ways to help planet Earth. ○ Discuss the similarities and differences between Earth Day and Arbor Day. ● Celebrate Diversity Month – 	<ul style="list-style-type: none"> ● Presidents Day- Third Monday in February ● Women’s History - Month of March ● Arbor Day- April 29th ● Celebrate Diversity Month - Month of April ● Emancipation Day - April 16th ● Asian American Pacific Islander Heritage Month - Month of April ● Memorial Day - Last Monday of May ● Flag Day - June 14th ● Juneteenth - June 19th ● Hispanic Heritage Month - 9/15 thru 10/15 ● Labor Day - September 6th ● Commodore Barry Day - September 13th ● Constitution Day - September 17th ● National Indigenous People Day - October 12th ● Veteran’s Day - November 11th ● Thanksgiving - 4th Thursday
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| <ul style="list-style-type: none">○ Explore the diversity of different cultures.○ Demonstrate an understanding of the diversity within our own community.○ Identify their family traditions.● Emancipation Day –<ul style="list-style-type: none">○ Discuss slavery and describe ways enslaved people gained their freedom.○ Demonstrate an understanding of the importance of the “Underground Railroad.”○ Explain the Emancipation Proclamation.● Asian American Pacific Islander Heritage Month<ul style="list-style-type: none">○ Explain the contributions and influence of Asian Americans & Pacific Islander Americans to the history, culture, and achievements of the United States.○ Explore countries in Asia and Pacific Islands to understand their culture and traditions.● Memorial Day –<ul style="list-style-type: none">○ Demonstrate an understanding of the sacrifices service members have made so Americans can have the rights and freedoms we have today.● Flag Day –<ul style="list-style-type: none">○ Explain the symbolism of the American flag.● Juneteenth –<ul style="list-style-type: none">○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others. | |
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| <ul style="list-style-type: none">○ Compare and contrast the dissemination of information from past to present and how it impacted the lives of enslaved people.○ Compare and contrast the Emancipation Proclamation and the 13th Amendment.● Hispanic Heritage Month –<ul style="list-style-type: none">○ Explain the contributions and influence of Hispanic Americans to the history, culture, and achievements of the United States.○ Explore Hispanic countries to understand their culture and traditions.● Labor Day –<ul style="list-style-type: none">○ Demonstrate an understanding of the American Labor Movement.○ Explain the contributions of laborers to the development and achievements of the United States.● Commodore Barry Day –<ul style="list-style-type: none">○ Identify the accomplishments of Commodore Barry.○ Explain how Barry helped NJ during the Revolutionary War.● Constitution Day –<ul style="list-style-type: none">○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws.○ Explain how the Constitution describes how the United States government is organized.○ Describe the branches of the government. | |
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<ul style="list-style-type: none"> ● National Indigenous Peoples’ Day – <ul style="list-style-type: none"> ○ Recognize the original inhabitants of North America. ○ Explain the history of European colonists and Americans taking over land & how Indigenous People are living to keep their culture alive today. ● Veteran’s Day – <ul style="list-style-type: none"> ○ Recognize the sacrifices our veterans have made for our freedoms. ○ Explain the difference between Memorial Day and Veteran’s Day. ● Thanksgiving Day – <ul style="list-style-type: none"> ○ Recognize how the Wampanoag people and colonial Pilgrims gathered together for a harvest meal in 1621. ○ Explain how different families celebrate Thanksgiving today. 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Dr. MLK, Jr. Day is observed on the third Monday in January to commemorate the birthday of Dr. King. It is when the nation honors the life and work of Dr. King. ● Holocaust Remembrance Day is observed on January 27th to remember the importance of teaching tolerance and respecting differences. It is a reminder to not spread messages of hate, or exclude people because of race, shadeism, gender, religious beliefs, etc.. ● Black History Month is observed during the month of February. It is a 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Civil Rights ● Freedom ● Oppression ● Symbols of Freedom ● Famous American Women ● Women’s Suffrage ● Cultural Diversity ● Heroes ● Famous African American Inventors

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time when communities across the country commemorate the history of people of African descent in America and pay tribute to the many achievements of Black men and women.

- National Freedom Day is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.
- President's Day is observed on the third Monday in February. It is a U.S. holiday that takes place on George Washington's birthday, was expanded to also honor Abraham Lincoln, and currently honors past and present U.S. Presidents.
- Women's History Month is celebrated to honor the important contributions and accomplishments of women.
- Celebrate Diversity Month is observed during the month of April to foster respect and open-mindedness for other cultures, religions, and gender identities.
- Emancipation Day is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.

- The Constitution of the United States
- Rules
- Patriotism
- Customs
- Rights and Responsibilities
- Constitution of the United States
- Memorials
- Underground Railroad

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| <ul style="list-style-type: none">● Earth Day is an annual event that demonstrates support for environmental protection.● Arbor Day is always celebrated on the last Friday in April. Much like Earth Day, it is a holiday that celebrates nature. Its purpose is to encourage people to plant trees, and many communities traditionally take the opportunity to organize tree-planting and litter-collecting events on or around the holiday.● Asian Pacific American Heritage Month is observed during the month of May to honor the contributions of Asian and Pacific Islanders to America.● Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.● Flag Day is celebrated on June 14th in the United States. It commemorates the adoption of the flag of the United States of America.● Juneteenth is a celebration commemorating the end of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved people in rebelling states were now free.● Hispanic Heritage Month is observed from September 15th to October 15th to honor the contributions of Hispanic and Latinx people to America. | |
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| <ul style="list-style-type: none">● Labor Day is observed on the first Monday of September to honor and recognize the Labor Union and contributions of laborers to the development and achievements of the United States.● Commodore John Barry was an important figure in American history. He is known as “The Father of the American Navy”. He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.● Constitution Day is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.● Indigenous Peoples’ Day is both a celebration and reflection of the original peoples of North America. We celebrate the people and their heritage, culture and tribal roots while reflecting on the stories in history of Americans taking over their land and effecting their heritage, and how Indigenous people have overcome to maintain their culture and heritage.● Veteran’s Day is a national holiday celebrated on November 11 to honor military veterans for their service. | |
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“World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.””

- Thanksgiving Day is a national holiday celebrated on the fourth Thursday of November to honor the Wampanoag and colonial Pilgrims’ 1621 harvest meal. It is a day to give thanks and sacrifice for the blessings of the harvest.

Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Lists
 - Graphic Organizers
 - Exit Tickets
 - Quizzes
- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Projects
 - Illustrations with Captions

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Class and Group Discussion
- Student Participation - Individual and Group
- Cooperation
- Collaboration

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<ul style="list-style-type: none"> o Murals, Dioramas, Collages o Photographs <ul style="list-style-type: none"> ● Multiple-form Products (Writing, Drawing, and Speaking) <ul style="list-style-type: none"> o Oral Presentations o Debates o Role Play o Reenactments 	
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Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
<p><u>Dr. Martin Luther King, Jr.</u></p> <ul style="list-style-type: none"> ● Read and discuss the contributions of Dr. Martin Luther King, Jr. ● Read aloud <i>Who was Martin King, Jr?</i> by Bonnie Bader and discuss his life and how he fought for “Civil Rights” in our country. Tell why he was an American hero. ● Create a community service project on Dr. King, Jr. 's birthday. <p><u>Holocaust Remembrance Day</u></p> <ul style="list-style-type: none"> ● Read aloud <i>The Whispering Town</i> by Jennifer Elvgren. Cultivate class discussion on the words discrimination, tolerance, and unity. How were people in the town privately uniting to fight against discrimination? ● Read aloud <i>Everyone is Equal: The Kids’ Book of Tolerance</i> by Anders Hanson. Why is accepting people's differences important? How can we learn to accept or tolerate people who are different and have different opinions? What can we do to include others? 	<p><u>Dr. Martin Luther King, Jr.</u></p> <ul style="list-style-type: none"> ● Martin Luther King, Jr. Biography ● <i>Who was Martin King, Jr?</i> by Bonnie Bader (or similar book) ● https://www.readworks.org/find-content#!s0:191935,191941/q:martin%20luther%20king%20jr/g:20/t:/s:/k:/cid:/f:0/pt:/features:/staff_picks:191941/sel:/ <p><u>Holocaust Remembrance Day</u></p> <ul style="list-style-type: none"> ● EPIC reading app: <i>The Whispering Town</i> by Jennifer Elvgren ● EPIC reading app: <i>Everyone is Equal: The Kids’ Book of Tolerance</i> by Anders Hanson

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Black History Month

- Complete a research project or poster on an African American.
- Explore or watch a video in a Daily Discussion/Spotlight on different African Americans every day of the month.


Freedom Day

- Use a variety of research tools (internet, library, etc.) to research the 13th Amendment. Have students create a timeline of the amendment from introduction to its passing.
- Discuss what civil rights are. Why are civil rights important? What was the Civil Rights Movement?
- Use a variety of research tools (internet, library, etc.) to write a report about "Civil Rights" leaders from the past or present.

Presidents Day

- Watch PBS Learning Media "All About the Holiday: Presidents Day." Discuss why America celebrates Presidents Day.
- Choose a current or past president to research. Then write a brief poem about that president.
- Use a variety of research tools (internet, library, etc.) to write a short biography on George Washington or Abraham Lincoln, highlighting their accomplishments.

Black History Month

- EPIC reading app
- <https://www.ducksters.com/biography/africanamericans.php>
-  African American History Month: Student R...

Freedom Day

- <https://constitutioncenter.org/interactive-constitution/amendments/amendment-xiii>
- <https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>
- https://www.ducksters.com/history/civil_rights/
- <http://www.pbs.org/black-culture/explore/civil-rights-leaders/#.WBtTly3x6M8>

Presidents Day

- <https://why.pbslearningmedia.org/resource/43c3ae84-c685-4828-9d7e-1c8fc09cad3f/presidents-day-all-about-the-holidays/>
- <https://www.ducksters.com/biography/uspresidents/>
- <https://www.ducksters.com/biography/uspresidents/georgewashington.php>
- <https://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>

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Women's History

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current woman who has made an impact on society.
- Write a letter from the point of view of a woman in the 1900's explaining a stand on allowing women to vote.
- Create a talk show interviewing famous women who influenced the right to vote in 1900.

Celebrate Diversity Month

- Invite community members from different backgrounds to discuss their traditions and culture. How has their heritage influenced their choices and values?
- Read aloud *Your Family Tree* by Robin Koontz. Create a family tree. Write an essay about a family tradition.
- Create an identity map to celebrate each students' diverse backgrounds and character.

Emancipation Day

- Read aloud *Escaping Slavery: Sweet Clara and the Freedom Quilt*. Have students work in pairs to complete a problem, solution, and plot chart. Students can also research information about secret codes in quilt patterns to create a quilt showing a route from New Jersey to Canada.

Women's History

- <http://www.angelfire.com/anime2/100import/>
- Sample letter
- <https://kids.nationalgeographic.com/history/article/womens-suffrage-movement>

Celebrate Diversity Month

- EPIC reading app: *Your Family Tree* by Robin Koontz
- https://www.facinghistory.org/sites/default/files/Starburst_Identity_Chart_1.pdf

Emancipation Day

- *Escaping Slavery: Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (or similar book)

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- Read aloud *The Underground Railroad* by Sheila Griffin Llana and discuss the importance of the “Underground Railroad.”
- Research information about the Emancipation Proclamation. Why did President Abraham Lincoln only free enslaved people in Confederate states and not the whole country?

Earth Day

- Create actionable promises students can implement in their daily lives to help the planet.
- Read books on EPIC about Earth Day.

Arbor Day

- Create a list of ways to help the environment and Earth.
- Discuss the differences of Earth Day and Arbor Day. Why are planting trees important?
- Sequence the steps of planting a flower or plant. Then plant a flower or plant. Draw and name the stages of the plant life cycle.

Asian Pacific American Heritage Month

- EPIC reading app: *The Underground Railroad* by Sheila Griffin Llanas (or similar book)
- http://teacher.scholastic.com/activities/bhistory/underground_railroad/
- <https://civilwar.mrdonn.org/emancipation-proclamation.html>

Earth Day

- <https://www.scholastic.com/parents/family-life/parent-child/6-ways-to-celebrate-earth-day.html>
- <https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/earth-day/>
- <https://www.getepic.com/collection/323476/earth-day>

Arbor Day

- EPIC reading app: *Celebrations in my World: Arbor Day* by Lynn Peppas (or similar book)
- https://www.ducksters.com/holidays/arbor_day.php
- <https://www.arborday.org/kids/>
- **Arbor Day/Earth Day** (slide presentation)

Asian Pacific American Heritage Month

- <https://www.zinnedproject.org/materials/asian-americans-and-moments-in-peoples-history/>

Grade 4 Holidays/Observances/Events

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a person with Asian or Pacific Islander heritage who has contributed to society.
- Research traditions, holidays, landmarks, and general information about a country in Asia or Pacific Islands. Create posters or a Google Slide for students to “travel” around and learn more about another country.
- Revisit excerpts of *Why the Sea is Salty* or *The Monster Beneath the Sea* that explain aspects of nature. Research other Asian and Pacific Islander folktales and myths that explain how other aspects of nature came to be.

Memorial Day

- Read aloud *H is for Honor (A Military Family Alphabet)* by Devin Scillian. Discuss the various terms for each letter and their definitions. Have students choose a few of the terms and write about the terms they chose in their journals.
- Read “Memorial Day - Celebrating Memorial Day” from ReadWorks. What is Memorial Day? How can we honor the sacrifices of our service members?

Flag Day

- Watch PBS Learning Media “All About the Holiday: Flag Day.” Research the history and symbolism of the American flag.

- <https://www.ducksters.com/geography/asia.php>
- <https://kids.nationalgeographic.com/geography/countries>
- ReadyGen Texts: *Why the Sea is Salty & The Monster Beneath the Sea*

Memorial Day

- *H is for Honor* by Devin Scillian (or similar book)
- <https://www.readworks.org/article/SummerReads-Memorial-Day---Celebrating-Memorial-Day/d4e5407f-170b-4161-9385-f7f10cb08621#!articleTab:content/>

Flag Day

- https://why.pbslearningmedia.org/resource/339cef7c-616c-461d-8752-f611b00d7c87/flag-day-all-about-the-holidays/#.WRt8pGgrl2x?utm_source=twitter&utm_campaign=ss_2017&utm_medium=social

Grade 4 Holidays/Observances/Events

<p><u>Juneteenth</u></p> <ul style="list-style-type: none">• In cooperative groups assume the role of a reporter. Write a newspaper article with a headline about news of the Emancipation Proclamation arriving in Galveston, Texas on June 19, 1865. Explain what the Emancipation Proclamation is. Why did it take so long for the news to arrive in Texas? What consequences did keeping enslaved people from being emancipated have on their lives? Explain in detail.• Students can partner read <i>Let's Celebrate Emancipation Day & Juneteenth</i> by Barbara de Rubertis. Create a Venn Diagram to compare and contrast the Emancipation Proclamation and the 13th Amendment. Discuss how Emancipation Day, Freedom Day, and Juneteenth are similar and different. <p><u>Hispanic Heritage Month</u></p> <ul style="list-style-type: none">• Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current Hispanic and Latinx Americans who have made an impact on society.• Host a travel fair! Use a variety of research tools (internet, library, etc.) to research information on a Spanish speaking country. Then create travel brochures. Identify the countries that some of our famous trail blazers are from.	<ul style="list-style-type: none">• https://kidskonnnect.com/holidays-seasons/flag-day/ <p><u>Juneteenth</u></p> <ul style="list-style-type: none">• https://www.ducksters.com/holidays/juneteenth.php• http://www.history.com/news/ask-history/what-is-juneteenth• EPIC reading app: <i>Let's Celebrate Emancipation Day & Juneteenth</i> by Barbara de Rubertis <p><u>Hispanic Heritage Month</u></p> <ul style="list-style-type: none">• https://www.readworks.org/find-content#!s0:191935,191982/q:/g:/t:/cid:/pt:/features:/staff_picks:191982/sel:/• https://www.berlitz.com/blog/spanish-speaking-countries-capitals
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Grade 4 Holidays/Observances/Events

- Read a novel to students from the Diverse authors or on EPIC.

Labor Day

- Read "Labor Day- What is Labor Day?" from ReadWorks. What is Labor Day? What was the purpose of a labor union?

Commodore Barry

- Use a variety of research tools (internet, library, etc.) to research Commodore John Barry. Construct a timeline of Barry's life.
- Break students into groups and assign each group a section to read from the link from US History that is listed. Have each group report out on what they learned about Commodore Barry. Identify how a naval captain helped protect NJ during the Revolutionary War.

Constitution Day

- In a class meeting, review classroom rules, or write rules together. Use the United States Constitution as a model to create their own classroom constitutions.
- Research and discuss how the U.S. government works.

- <https://docs.google.com/document/d/1RiPIILcZYZ8Bz8juso1RPFdAEG8oL8tusuwgSSzMpKQ/edit?usp=sharing>
- <https://www.getepic.com/collection/1491859/celebrate-hispanic-heritage-month>

Labor Day

- <https://www.readworks.org/article/SummerReads-Labor-Day---What-is-Labor-Day/1f10f556-e87b-44ca-a0df-ff629c6cc642#!articleTab:content/>

Commodore Barry

- [https://kids.kiddle.co/John_Barry_\(naval_officer\)](https://kids.kiddle.co/John_Barry_(naval_officer))
- <http://www.ushistory.org/people/commodorebarry.htm>

Constitution Day

- United States Constitution
- List of classroom rules
- <http://www.scholastic.com/teachers/collection/constitution-day>
- https://www.ducksters.com/history/us_government.php

Grade 4 Holidays/Observances/Events

<u>Indigenous Peoples' Day</u> <ul style="list-style-type: none">● Explore the culture of the Native Americans. Read "Native People of the American Southeast" from National Geographic Kids. What were some of the customs of these peoples? Why did they move west?● Explore the culture of the Native Americans. Read "Native People of the American Northeast" from National Geographic Kids. What are some of the customs of these people? Why did they move west?● Reference <i>The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert, and The Northwest Coast Peoples</i>. Tell students that we will be reading these texts in Unit 2 B. We will learn about their culture and how they have tried to preserve their culture today. <u>Veteran's Day</u> <ul style="list-style-type: none">● Discuss with students the difference between Memorial Day and Veteran's Day. Have students participate in a "Reader's Theater" about Veterans Day.● Have students research specific veterans' stories and experiences. Create a formula poem about a specific veteran. <u>Thanksgiving Day</u> <ul style="list-style-type: none">● Read "The Inspiration for the Thanksgiving Feast in the United States" from ReadWorks and "The First Thanksgiving" from National	<u>Indigenous Peoples' Day</u> <ul style="list-style-type: none">● https://kids.nationalgeographic.com/history/topic/native-americans● ReadyGen Texts: <i>The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert & The Northwest Coast Peoples</i> <u>Veteran's Day</u> <ul style="list-style-type: none">● https://www.va.gov/opa/vetsday/docs/schoolkit.pdf● http://www.readwritethink.org/classroom-resources/calendar-activities/veterans-celebrated-united-states-20339.html● https://www.va.gov/opa/vetsday/vetdayhistory.aspx <u>Thanksgiving Day</u> <ul style="list-style-type: none">● https://www.readworks.org/article/The-Inspiration-for-the-Thanksgiving-Feast-in-the-United-States/c2014a95-d56f-43ac-8d67-8044f3793350#!articleTab:content/
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Grade 4 Holidays/Observances/Events

<p>Geographic Kids. Compare and contrast the first Thanksgiving and how we celebrate Thanksgiving today.</p>	<ul style="list-style-type: none"> • https://kids.nationalgeographic.com/history/article/first-thanksgiving <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice • Social Studies Weekly <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Student-led activities • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Problem-solve collaboratively using background knowledge, talents, and skills • Critical thinking questions 	<ul style="list-style-type: none"> • Utilize technology • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem-solve • Modify critical 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <ul style="list-style-type: none"> • Utilize technology

Grade 4 Holidays/Observances/Events

	<ul style="list-style-type: none"> • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<p>thinking questions</p> <ul style="list-style-type: none"> • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Paired projects with teacher guidance • Flexible time allotment • Repetition of content 	<ul style="list-style-type: none"> • Provide interest-based learning choices • Provide student work samples • Pair with on grade level or higher-achieving students to problem solve • Modify critical thinking questions • Small group instruction • Specific use of modalities - kinesthetic, visual, auditory, tactile • Small group projects with teacher guidance • Flexible time allotment • Repetition of content
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Pacing Guide

Course Name	Resource	Standards
MP 1-4		
Holidays/Observances/Events based on the calendar year.	Differentiated based on Holidays/Observances/Events	Social Studies/ELA as applicable in the above document.