

Planned Course: Social Studies		Course Number:	Department: Social Studies
Unit: PA Early Settlers / William Penn		Grade Level: 4	
Estimated Time: 5 weeks		Level/Track:	Date Approved: 8/6/07
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>8.1.6 - Historical Analysis and Skills Development</p> <p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <p>B. Explain and analyze historical sources.</p> <p>C. Understand fundamentals of historical interpretation.</p> <p>D. Describe and explain historical research.</p>	<p>▶ Why did Europeans begin exploring other lands?</p> <p>▶ What were the first European countries to claim land along the east coast?</p> <p>▶ What impact did settlers have on the Native Americans?</p> <p>▶ Who was William Penn?</p> <p>▶ Why did William Penn establish the colony of PA?</p> <p>▶ What was William Penn's plan for government in Pennsylvania?</p> <p>▶ What ethnic groups first came to Pennsylvania?</p> <p>▶ How did William Penn and his family treat the Native Americans?</p>	<p>– Apply Reading Apprenticeship Strategies</p> <p>– Use a variety of study skill techniques (ex: webbing, outlining, graphic organizers, maps, etc.)</p> <p>– Large and small group discussions</p> <p>– Educational games relating to content</p> <p>– View video clips relating to unit content (ex: United Streaming)</p> <p>– Re-enactments / role-playing</p> <p>– Student Worksheets</p> <p>– Supplemental Reading</p> <p>– Vocabulary activities (e.g. definitions, crosswords, concentration/matching, etc.)</p>	<ul style="list-style-type: none"> • Test and quizzes on core concepts, objectives, and vocabulary (publisher & teacher-made) • Teacher observations • Class discussions & student participation on unit materials • Graded writing activities, projects, homework assignments, journal entries on daily activities, settlers of PA, and exploration of the New World • Outlines, study guides, graphic organizers, etc. • Presentations on explorers, farming in Pennsylvania, PA timelines, colonial bartering
<p>8.2.6 - Pennsylvania History</p> <p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p>	<ul style="list-style-type: none"> • Students will be able to explain why explorers came to the New World. 		

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<p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p>	<ul style="list-style-type: none"> • Students will be able to name the first European countries to claim land along the east coast (e.g., England, Holland, Sweden). 	<ul style="list-style-type: none"> – Research explorers of North America and write a first person account of their explorations. Present information to the class dressed as the explorer (e.g., Christopher Columbus, John Cabot, Giovanni da Verrazano, Amerigo Vespucci, Henry Hudson, John Smith, etc.) 	
<p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p>	<ul style="list-style-type: none"> • Students will be able to identify significant historic figures from this time period (e.g. Johan Printz, John Smith, Peter Stuyvesant). 	<ul style="list-style-type: none"> – Discuss the character traits of trustworthiness, respect, and fairness. Hold a discussion of how Native Americans could have been more fairly treated by European settlers 	
<p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p>	<ul style="list-style-type: none"> • Students will be able to explain how settlers impacted the lives of Native Americans (e.g. fur trade, bartering, diseases, and wars). 	<ul style="list-style-type: none"> – Compare and contrast early farming in North America to farming today 	
<p>7.1.6 - Basic Geographic Literacy</p>			
<p>B. Describe and locate places and regions.</p>	<ul style="list-style-type: none"> • Students will be able to explain how William Penn acquired the land of Pennsylvania. 	<ul style="list-style-type: none"> – Label a map with the early European settlements 	
	<ul style="list-style-type: none"> • Students will be able to define who was William Penn and provide specific details about his religious and social beliefs. 	<ul style="list-style-type: none"> – Create a timeline of settlements in Pennsylvania and surrounding colonies 	

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<p>7.3.6 - The Human Characteristics of Places and Regions</p> <p>A. Describe the human characteristics of places and regions by their population characteristics.</p> <p>B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <p>5.1.6 - Principles and Documents of Government</p> <p>A. Explain the purpose of government.</p> <p>D. Explain the basic principles and ideals within documents of Pennsylvania government.</p> <p>H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p>	<ul style="list-style-type: none"> • Students will be able to identify the main purpose for establishing the colony of Pennsylvania (e.g. religious freedom). • Students will be able to discuss the plans for governing the colony of Pennsylvania (e.g. Holy Experiment, Great Law, Charter of Privileges, Frame of Government). • Students will identify Quakers, Germans, Scots-Irish and other ethnic groups that settled in Pennsylvania. • Students will compare and contrast William Penn’s and his sons’ treatment of the Native Americans (e.g. Walking Purchase). 	<ul style="list-style-type: none"> – Complete a cause and effect or sequence chart chronicling events between European settlers and Native Americans – Create a flyer or poster listing specific advantages to encourage settlers to come to colonies in North America – Make a model of a log cabin – Have students create a list of 5 important items they would take with them on a voyage across the Atlantic Ocean to the North America and explain why they would take each item – Have students keep a travel diary or explorers journal of their adventures in North America – Identify and match William Penn’s deeds with specific character traits 	
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		<ul style="list-style-type: none"> – Write a short commercial or advertisement for converting to the Quaker religion – Re-create the pamphlet William Penn printed to tell people all that the Pennsylvania had to offer and convince them to settle in the new colony – Make a brochure about William Penn including background information, how he acquired Pennsylvania, and his ideas/laws for governing it – Play a game bartering for items between Native Americans and early settlers – Have students make up riddles or poems about the locations of the different colonies claimed by European countries along the east coast 	
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		– Tie in current events by having students read a newspaper for a week with help from their parents to find examples of people somewhere in the world risking danger for their beliefs, such as the early settlers			