

## 4<sup>th</sup> Grade – We Are Nebraska – Lesson 1

<b>Grade 4</b>	<p><b>Theme: We Are Nebraska</b>  <b>Lesson Title: Where in the World Are We?</b>  <b>Literacy Strategies: Read Aloud, Quick Write, Think Aloud</b>  <b>Estimated days: 1-2 days in late August</b></p>
<b>Objectives / Learning Targets</b>	I can design a visual representation of understanding of my place and my state (Nebraska) in the world.
<b>Background Information</b>	<p><i>As an introduction to fourth grade social studies, which is guided by the overarching theme of “Nebraska” in the Nebraska Social Studies Standards, students will need to understand Nebraska’s place in the world. This lesson also helps establish the Sesquicentennial Celebration of Nebraska’s Birthday, March 1, 1867.</i></p> <p>See 4<sup>th</sup> grade Academic Vocabulary: longitude, latitude, relative location, exact location, hemisphere</p>
<b>Materials &amp; Resources</b>	<p><u><i>The Nebraska Adventure</i></u> textbook  Internet:</p> <ul style="list-style-type: none"> <li>• Facebook – Teachers will need to access Facebook for this lesson in order to see the</li> <li>• “Nebraska’s 150<sup>th</sup> Anniversary” Facebook page <a href="https://www.facebook.com/nebraska150/">https://www.facebook.com/nebraska150/</a></li> <li>• “Beautiful Nebraska” <a href="http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-song/beautiful-nebraska">http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-song/beautiful-nebraska</a></li> </ul> <p>4<sup>th</sup> Grade Academic Vocabulary  Other: glue, scissors, blue and green construction paper, markers, crayons, pencil, white boards, dry erase markers</p> <p><i>Note: The MTC has a Gigantic Map of Nebraska trunk that can be requested and checked out to your school. The trunk includes lessons and activities to that teach about Nebraska.</i></p>
<b>Content Standards/ Indicators</b>	<p><b>Social Studies</b>  <b>4.3.1</b> Students will explore where and why people, places and environments are organized in the state.  <b>4.3.1.d</b> Differentiate between cities, states, countries and continents.  <b>SS 4.4.1.b</b> Differentiate amongst years, decades, centuries, and millennia</p> <p><b>ELA</b>  <b>LA 4.2.2</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.  <b>LA 4.1.6.f</b> Use text features to locate information and explain how the information contributes to an understanding of print and digital text.  <b>LA 4.1.6.o</b> Demonstrate an understanding of the text via multiple mediums (e.g., writing, artistic representation, video, other media).  <b>LA 4.3.1.c</b> Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
<b>Procedures &amp; Routines</b>	<p><b><u>Anticipatory Set: (Day 1)</u></b>  Ask students if they have heard of Facebook or know of someone who has a Facebook account. Tell them that Nebraska has a special Facebook page set up to celebrate Nebraska’s 150<sup>th</sup> Birthday. Show students “Nebraska’s 150<sup>th</sup> Anniversary” Facebook page <a href="https://www.facebook.com/nebraska150/">https://www.facebook.com/nebraska150/</a></p>

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### Gradual Release of Instruction

#### Procedures:

Say, "This is a special year for Nebraska. We are celebrating 150 years as a state! This year as in Social Studies, we will learn about Nebraska and what makes our state and the people of our state unique."

Explain to students that just as the United States has an official song called "The Star Spangled Banner," Nebraska has an official state song called, "Beautiful Nebraska. We are going to watch a video that shows special places or landmarks in Nebraska while playing our state song."



Have students watch the video <http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-song/beautiful-nebraska> (scroll to the bottom of the page). (M) Teacher will conduct a Think Aloud about one thing they noticed in video. (S) Teacher will then ask students to share with an elbow or shoulder partner one thing they noticed.

#### Additional Talking Points:

- "Nebraska" from the Otoe Indigenous word, *nebrathka*, meaning, "flat water" (for the Platte River).
- Nebraska's nickname since 1945 is "The Cornhusker State." Before that it was called the "Tree Planters State" from 1895-1945 (Arbor Day).
- Lincoln is the state capital.
- Nebraska became a state March 1, 1867. It was the 37<sup>th</sup> state to join the Union.
- The state motto is Equality Before the Law. (Ask students what they think this means)
- Some say the Platte River looks like a big smile across Nebraska. The Platte River is a tributary to the Missouri River, which is our eastern border.
- The Pony Express, Oregon and Mormon Trails are a part of Nebraska's history. Crazy Horse, Chief Red Cloud, and Lewis and Clark were a few important people who helped shape the history of our great state.

(S) Teacher/students read pages 22 & 24 from *The Nebraska Adventure*, "Where in the World Are We?" (G) After reading, students will use textbooks as a reference to answer questions posed (Have student answer and raise whiteboard over their heads).

#### Questions

1. Draw the equator on a globe. 
2. Draw the prime meridian on a globe. 
3. What is the difference between a continent and a country? (*A country is a land area with its own government. A continent is a large land area that may include several countries.*)
4. Name at least three neighboring states to Nebraska? (*Kansas, Iowa, South Dakota, Colorado, Wyoming, Missouri, Minnesota*)
5. Give an example of relative location (*Nebraska is between Kansas and South Dakota*).
6. Give an example of exact location (*My address is 3215 Cuming, Omaha, NE 68131*).

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	<p>Introduce “Me on the Map” project by showing examples of completed projects bulletin board. Model for students how to complete “Me on The Map” with construction paper and assemble flipbook. (Picture attached). Model expectations for labeling and coloring each sheet. Pass out blue and green construction paper and five worksheets students need to complete the project. (M) (For country sheet, students may use pg. 29). Have students assemble their project.</p> <p><b>Day 2:</b> <b>Anticipatory Set:</b> Teacher will have students get in groups of four and review information from yesterday's reading on pg. 22 using “Fan &amp; Pick” (See “Fan and Pick” questions in SharePoint):</p> <ul style="list-style-type: none"><li>• Student 1: take cards and fan them out. Offer cards to student 2 and say, "Pick a card, any card"</li><li>• Student 2: read the card to the group</li><li>• Student 3: answer the question on the card</li><li>• Student 4: paraphrase or restate the answer given by student 3, clarify or check the answer, praise student for the answer given</li></ul> <p>(See <a href="https://www.smore.com/msfv9-fan-n-pick">https://www.smore.com/msfv9-fan-n-pick</a> for additional explanation of how to use “Fan and Pick.”)</p> <p><b>Procedures:</b> (S &amp; G) Distribute map writing printable (attached) and have students complete. (I) Allow students to share their writing with a partner when completed. (S)</p> <p>Optional: After students complete project. Take pictures and post on a bulletin board for class visitors to see.</p>
<b>Summary</b>	Have students complete an exit ticket showing either a drawing/depiction of Nebraska in the world or a description of Nebraska’s location in the world.

**Academic Vocabulary 4th Grade**

<b>Term</b>	<b>Definition</b>	<b>Standard</b>
<b>legislature</b>	the branch of government that makes laws	SS 4.1.1.a/b/c/d
<b>bicameral</b>	the branch of government that makes laws as two groups, a Senate and a House of Representatives	SS 4.1.1.a/b
<b>executive</b>	the branch of government that puts laws into effect (President, Governor)	SS 4.1.1.a/b/c/d
<b>judicial</b>	the branch of government that understands and decides if laws have been broken; and if so, what punishment is given	SS 4.1.1.d
<b>unicameral</b>	the legislative branch of government that makes laws as one group	SS 4.1.1.b/c/d
<b>governor</b>	a person who governs a certain state	SS 4.1.1.d
<b>amendment</b>	an addition or change to a constitution	SS 4.1.1.c
<b>senator</b>	an elected representative, of a specific group of people, who helps make laws	SS 4.1.2.e
<b>ballot</b>	a ticket or piece of paper used to vote in elections	SS 4.1.2.a/d
<b>election</b>	the process of voting for someone	SS 4.1.2.a/d
<b>producer</b>	a person or organization that grows or manufactures something to be sold	SS 4.2.1.b
<b>resources</b>	natural or man-made items used by people (minerals, plants, animals, books, machinery)	SS 4.2.1.a
<b>consumer</b>	a person who buys things	SS 4.2.1.b
<b>free enterprise</b>	a system where people, not the government, own and operate businesses	SS 4.2.3.b
<b>finance</b>	management of large amounts of money by governments and large companies	SS 4.2.6.a
<b>finances</b>	the monetary resources (money) used by the government, groups, or individuals	SS 4.2.6.a
<b>longitude</b>	imaginary lines running from the North Pole to the South Pole that measure up to 180 degrees east or west away from zero, the Prime Meridian	SS 4.3.1.b
<b>latitude</b>	imaginary circles that run horizontally around the Earth, measuring degrees north or south of zero, the Equator; these lines are parallel and will never intersect	SS 4.3.1.b
<b>relative location</b>	identifying one place by naming another place close to it	SS 4.3.1.a/b/c
<b>cardinal directions</b>	the four main directions on a compass rose: North, South, East, and West	SS 4.3.1.a/b
<b>exact location</b>	an exact spot where a place can be found	SS 4.3.1.a/b/c/d
<b>hemisphere</b>	half of the Earth, divided by the Equator or Prime Meridian	SS 4.3.1.a/b
<b>legend</b>	a list or guide that explains the symbols on a map	SS 4.3.1.a/b

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<b>agriculture</b>	the business of growing plants and raising animals to sell for food; farming, ranching	SS 4.3.2.a/b/c
<b>county</b>	the largest territorial division of a state; a specific area within a U.S. state with its own rules and services (Douglas County, Sarpy County)	SS 4.3.2.a/c
<b>migration</b>	people or animals moving from one area to another	SS 4.3.4.a/b SS 4.4.4.a/c
<b>immigrant</b>	a person who leaves one country to live in another country	SS 4.3.4.a
<b>immigration</b>	the act of leaving one country or region to live in another country or region	SS 4.3.4.a
<b>territory</b>	an area of land ruled by a government before becoming a state	SS 4.4.2.b
<b>artifact</b>	something made or used by people in the past; used by archaeologists and historians to make a picture of the past	SS 4.4.2.a/b
<b>history</b>	story of the past	SS 4.4.2.a/b/c
<b>point of view</b>	the way a person, culture, or society understands an event	SS 4.4.3.b

**What does “Nebraska” from the Otoe Indigenous word, *nebrathka* mean?**

“Flat water” (for the Platte River)

**What is Nebraska’s nickname?**

The Cornhusker State

**The Platte River is a tributary to what major river?**

Missouri River

**Give an example of relative location.**

Nebraska is between  
Kansas and South Dakota

**What is the difference between a continent and a country?**

A country is a land area with its own government. A continent is a large land area that may include several

**What is Nebraska’s state capitol?**

Lincoln

**When did Nebraska become a state?**

March 1, 1867

**Name three neighboring states to Nebraska.**

Kansas, Iowa, South Dakota, Colorado,  
Wyoming, Missouri, Minnesota

**Give an example of exact location.**

My address is  
3215 Cuming, Omaha, NE 68131

**Some say the Platte River looks like a \_\_\_\_\_ across the state of Nebraska.**

A big smile 😊