

Content: Social Studies/Guam Hist.	Grade/Course: 4th	Timeline: 1 week 10/19/15-10/23/15
<p>Standard(s):</p> <p>GDOE Standards:</p> <p>4.2.1 Discuss the difference between historical fact and opinion.</p> <p>4.2.3 Place major events in the development of Guam in chronological order utilizing a time line.</p> <p>CCSS Standards:</p> <p>4.RI.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.</p> <p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>		
<p>Lesson Overview: In this lesson, students will learn about timelines and practice skills in reading and creating timelines. More over, they will write coherent reports about their specific current event article and present it to the class.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Elaborate on the difference between historical fact and opinion • Read and create a timeline • Select an informative article and write clear and concise reports 	
<p>Vocabulary:</p> <p>needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p>	<p>Focus Question(s):</p> <p>How does leadership affect the economy? What effect did Ferdinand Magellan have on the Chamorros?</p>	

Description of Lesson (Including Instructional Strategies):

I can distinguish between a historical fact and opinion.

Anticipatory Set: Game Review of Historical Fact versus Opinion (Houghton Mifflin SS Book)

- Divide the class in to groups
- Group Reading: Chapter pages 96-97
 - ❖ Alternate activity: Have students work collaboratively in their groups in creating a list filled with facts and opinions regarding previous Guam History lessons from 1st Quarter (World War 2, Pre-Contact Guam, Significance of Coconut Tree, Significance of Fanohge Chamorro, etc.)
- Then, ask students to name several facts about the life of the Algonquians from the selection. Invite representatives from each group to state opinions about what they read. Remind them to use “I believe... or I think,” when stating their opinions. After, have others share some facts they found from the reading. The group that has the most accurate facts and opinions wins.

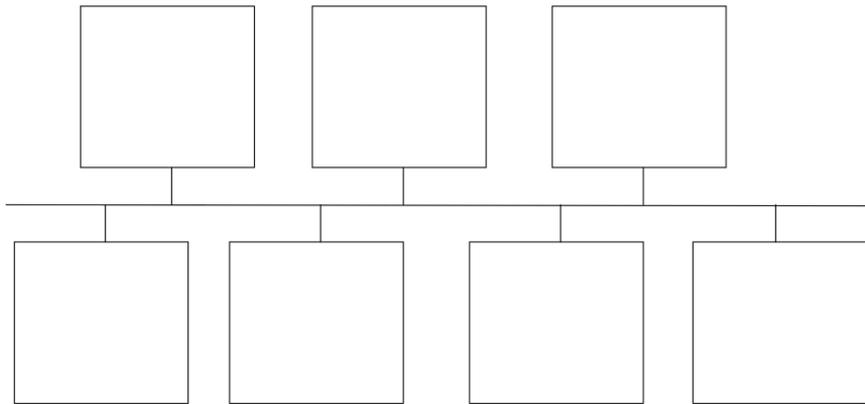
I can read and create a timeline explaining historical events.

Chapter 3 Houghton Mifflin SS Book pp. 100-101: MAKE A TIMELINE

- Class Lesson on Timelines page 100
- To assist students with understanding that a timeline shows events in a chronological order, have volunteers read aloud the events on the timeline in a correct order. Next, go over the steps with the students on page 101 and have them respond accordingly.

Name _____ Date _____
Class/Subject _____ Teacher _____

Timeline



Guided Practice: Practice the Skill pp. 101

- Have students use the timeline on page 100 to answer questions 1-5 on pp. 101.

Formative Assessment: Applying the Skill pp.101

- Ask students to read the paragraph on page 101. Then, tell them to list the events in chronological order. More over, the students will use their list to make their timelines.

Closure: Using the Civic Achievement Award Program Student Resource Book, select and list 10 historical events stated in the timeline on pp.22 through 45. Then, based on the list of events, students will create a historical timeline centered on Guam's history.

Integration with Art: Students will provide an illustration of a few of those events listed on their timeline.

Independent Practice: Homework: Timeline Worksheet (pdf file attached in email)

- Students will read timeline worksheet and answer comprehension questions

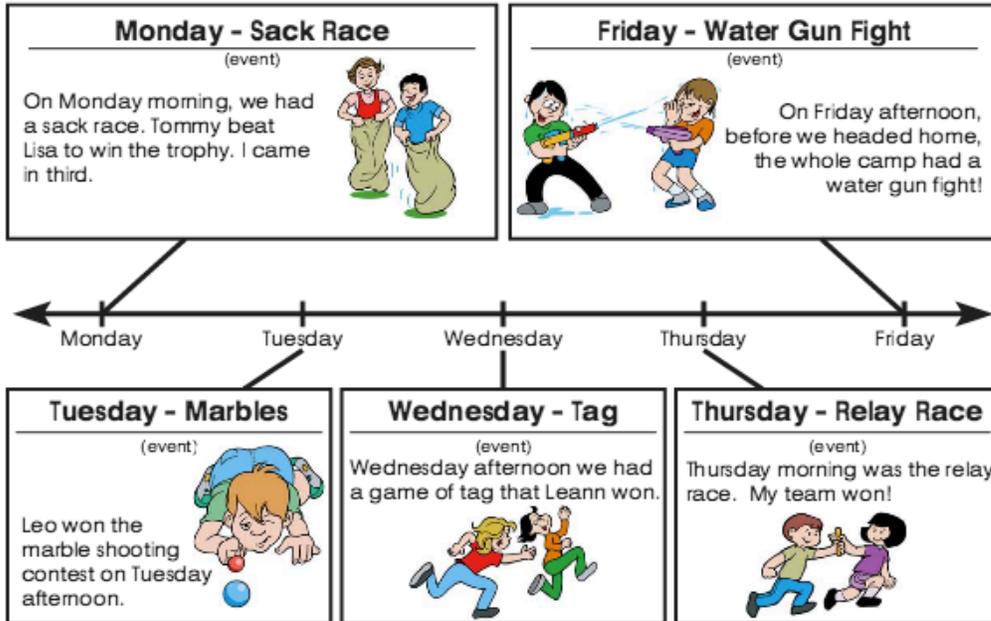
Name: _____

Reading a Timeline

A timeline is a type of chart that shows events in the order they happen. Some timelines show basic information, like dates or times. Others describe each event on the timeline or have pictures to show what happened at each event.

Elise attended a 5-day summer camp. She made a timeline to show which activities she participated in.

My Week at Summer Camp



Use the time line above to answer the questions on the next page.

Super Teacher Worksheets - www.superteacherworksheets.com

Name: _____

Summer Camp Timeline

Comprehension Questions



1. On which day of the week did Elise play tag? _____
2. Which did Elise do first: participate in the water gun fight or run a relay race? _____
3. What did Elise do the day after the sack race? _____
4. Who won the sack race? _____
5. Did Elise win the marble shooting contest? _____
6. What did Elise do on the third day at camp? _____
7. Tell whether each sentence is true or false. Write *T* or *F* on each line.
_____ Elise's team won the relay race after Elise participated in the sack race.
_____ Elise played marbles three days before the water gun fight.
_____ Two days after she played marbles, Elise played tag.

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

www.studenthandouts.com (Keyword: graphic organizers)

https://www.superteacherworksheets.com/timeline/printables/timeline-of-events-5_TIMEL.pdf

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies, U2, Chapter 3, Make a Timeline, p. 100

Civic Achievement Award Program Student Resource Book

Reflection:

Content: SS/Guam History	Grade/Course: 4 th	Timeline: 1 week 10/26/15-10/30/15
<p>Standard(s): Guam Standards:</p> <p>4.2.5 Discuss reasons for the Spanish settlement on Guam.</p> <p>4.2.6 Identify the importance of significant explorers.</p> <p>CCSS:</p> <p>4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>		
<p>Lesson Overview: In this lesson, students will hone their writing skills through writing coherent reports about Guam and presenting it to the class. More over, students will learn about the Spanish Era on Guam and the importance of significant explorers from the West.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Select an informative article about Guam and write a clear and concise report • Present their reports with confidence • List reasons for Spanish settlement on Guam • Explain the importance of significant explorers • Analyze a specific Guam legend and see its connection with the Spanish Era • Retell a Chamorro legend through their own words and pictures 	
<p>Vocabulary: needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p>	<p>Focus Question(s): How does leadership affect the economy? What effect did Ferdinand Magellan have on the Chamorros?</p>	

<p>Description of Lesson (Including Instructional Strategies): Anticipatory Set (10 minutes): Give students 2-3 minutes to list the names of as much explorers they know of. Next, have students share their answers with the class.</p> <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> ☐ DAY 1 AND 2: CURRENT EVENTS <ul style="list-style-type: none"> ■ PRESENTATIONS OF REPORT <ul style="list-style-type: none"> ⇒ Students will write a one-paragraph reflection critiquing their presentations. They may talk about presentation essentials such as eye contact, voice projection, posture, body language, etc. They may reflect on the great things they did or said when they were presenting and also reflect on ways for improving. ■ PEER EDITING

their peers read it. After, have their partners give them feedback on ways they can revise their report.

■ REVISION OF REPORTS

□ MAP AND GLOBE SKILLS (HOUGHTON MIFFLIN SOCIAL STUDIES TEXT PP.22-23)

⇒ As a class read the pages listed above.

⇒ **Integration with Art:** Have students apply their recently learned skill about creating maps. Students are to create a map of their village, school, house, etc. with the incorporation of a legend.

⇒ **Integration with Guam:** Students are to draw and label a map of Guam. Then, have them put a star on the village they live at. After, have them create a list of places in their village.

□ CHAPTER 3 LESSON 3 (HOUGHTON MIFFLIN SOCIAL STUDIES TEXT PP.22-23)

■ Have students copy vocabulary words

■ As a class or in groups, have students read Lesson 3 pp. 90-95.

■ Class discussion on lesson

■ Have students answer Lesson 3 Review questions on pp. 95

■ **Integration with Guam and Art:** Have students find a Chamorro folktale, myth or legend. Next, let them tell the story in their own words and pictures.

⇒ **Legends PDF file attached**

⇒ **Juan Malo and the Governor's Three Little Pigs:** Chamorro folktale that epitomizes the Spanish era on Guam

★ **Reading:** Divide among groups. Have students read and take notes about Western exploration and colonization. Most importantly, have them list reasons for Spanish settlement on Guam and along with their list have them include the pages numbers.

⇒ **A History of Guam textbook:** Chapters 4-7

⇒ **Pacific Neighbors textbook:** Chapters 7-9

Formative Assessment: Lesson 3 Review Questions; Creation of Maps

1. List 3 significant people from the West (Europe) that came/settled on Guam. Explain why each of those individuals are significant.
2. List 2 reasons why the Spanish settled on Guam.

Closure: 1 to 2 paragraph detailed reflection of what they learned throughout the week.

Independent Practice:

- Map of Guam
- Rewriting/retelling of Chamorro legend

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

Legends of the Marianas: Juan Malo and the Governor's Three Pigs

A History of Guam

Pacific Neighbors

www.studenthandouts.com (Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies Chapter 3

Reflection:

Content: Social Studies/Guam History	Grade/Course: 4th	Timeline: 11/4/15-11/6/15
<p>Standard(s):</p> <ul style="list-style-type: none"> ▪ Guam Standards: <ul style="list-style-type: none"> ➤ 4.2.8 Describe the political, economic, and social impact of Spanish colonization on Guam. ➤ 4.2.9 Identify Spanish and Chamorro leaders prior to 1898. ▪ CCSS: <ul style="list-style-type: none"> ➤ 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 		
<p>Lesson Overview:</p> <p>In this lesson, students will continue to sharpen their writing skills through written reports for current events. Most importantly, students will gain knowledge about the political, social, and economic impact of Spanish colonization on Guam. More over, students will learn about several Chamorro and Spanish leaders during the Spanish occupation on Guam.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Select an informative article about Guam and write a clear and concise report • Present their reports with confidence • Identify both Spanish and Chamorro leaders • Describe colonization and state a specific example 	
<p>Vocabulary:</p> <p>needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p>	<p>Focus Question(s):</p> <p>How does leadership affect the economy?</p> <p>What effect did Ferdinand Magellan have on the Chamorros?</p>	
<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Journal Prompt (15 minutes)</p> <p>Students will write 4-5 sentences (paragraph form) about the topic below.</p> <ul style="list-style-type: none"> ▪ Topic: What is leadership and why do you think it is important? 		

Instruction and Strategies:

❖ DAY 1: CURRENT EVENTS

■ PRESENTATIONS OF REPORT

⇒ Students will write a one-paragraph reflection critiquing their presentations. They may talk about presentation essentials such as eye contact, voice projection, posture, body language, etc. They may reflect on the great things they did or said when they were presenting and also reflect on ways for improving.

■ PEER EDITING

⇒ Students will reread their reports. Then, they are to exchange with their peers and have their peers read it. After, have their partners give them feedback on ways they can revise their report.

■ REVISION OF REPORTS

❖ DAY 2 and 3: SPANISH COLONIZATION ON GUAM

○ WORD OF THE DAY: COLONIZATION (n)

- [Colonization](http://www.guampedia.com/guams-political-development/) is the establishment of a colony, which is an area subject to rule by an outside power. (<http://www.guampedia.com/guams-political-development/>)
- Class reading on articles attached below.
 - While reading, students will take notes on their graphic organizers while teacher breaks down article and specifies key points.

Chamorro Leaders

1. Chief Quipuha
2. Chief Mata' pang
3. Chief Hurao
4. Chief Gadao

Spanish Leaders

5. Father Diego de Luis San Vitores
6. Governor Don Damian Esplana

*Detailed descriptions of leaders attached in email.

Formative Assessment:

Take Home Quiz

1. What is colonization?
2. Give one example of one country colonizing another?
3. In 1668, a Spanish colony was established on Guam. The colony was under whose leadership?
 - A. Ferdinand Magellan
 - B. Father Diego Luis de San Vitores**
 - C. Chief Quipuha
 - D. Don Damian Esplana
4. **Historical Fact or Opinion:** Spanish colonization in the Marianas began in 1668.
5. List **2** Chamorro leaders.
6. List at least **1** Spanish leader.
7. **Bonus:** In your opinion, was Spanish colonization on Guam a positive or negative thing? Explain your answer. You may use examples from the articles.

Closure:

- Review
- Quiz Preparation
- Go over Quiz

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

www.studenthandouts.com (Keyword: graphic organizers)

<http://www.guampedia.com/guams-political-development/>

<http://www.guampedia.com/acculturation/>

Reflection:

Guam's Political Development

<http://www.guampedia.com/guams-political-development/>

Guam's colonized past under Spain

When the [Europeans](#) came to the Mariana Islands in the 16th and 17th centuries, they found a vigorous and highly developed community of people with a territory, economic life, distinctive culture and language in common. These Pacific islands were [settled](#) over 4,000 years ago by a group of people who came to be known as Chamorros. They were the first group of Pacific islanders to receive the full impact of European civilization when the Spanish began their colonization of the Marianas in 1668.

[Colonization](#) is the establishment of a colony, which is an area subject to rule by an outside power. According to international law prevailing at the time, the Spanish first came to the Mariana Islands. The discovery of lands that did not belong to a Christian prince constituted sufficient title for their appropriation.

After the "discovery" of the Marianas by [Ferdinand Magellan](#) in 1521, a colony was established in 1668 under the leadership of Spanish Jesuit missionary [Father Diego Luis de Sanvitores](#). This colony lasted until 1898, when Guam was ceded to the United States under the treaty ending the Spanish-American War. The rest of the Marianas were sold to Germany by Spain.

The invasion of these islands by the Spanish in the late 1600s was a brutal violation of the sovereignty of this Pacific nation. The Chamorros resisted for 30 years but were finally defeated, losing their sovereignty to Spain. The Mariana Islands was not a place of barbarians. When the Spanish came, the Chamorros had levels of navigational expertise, for example, to match or surpass anything in Europe at the time.

Sovereignty is the condition of being politically free. The people of the Mariana Islands had supreme and independent authority for thousands of years before 1695, the end of the Spanish-Chamorro Wars. By the end of this resistance, Chamorros from all the northern islands were relocated to a few villages on Guam, while Chamorros on Guam also were displaced and concentrated in these villages. The Spanish did this to give them better control over the Chamorro people.

Throughout history, the sovereignty of a weak nation is lost to a strong nation by force or intimidation. Frequently, this sovereignty is passed around among the strong nations as they wage wars against each other. In rare instances sovereignty is restored to the weak nation that lost it in the first place. The weak nation, for whatever reason, sometimes consents to the transfer of its sovereignty to another nation.

The merciless and, at times, indiscriminate killing of the indigenous people, and the disease brought by the invaders, resulted in the near decimation of the native population. The cruel treatment that the Chamorros received came not only from the Spaniards, but from other Europeans as well. For example, two English buccaneers, John Eaton and William Crowley, visited Guam in 1685. The Spanish governor at the time, Don Damian Esplana, gave these Englishmen authority to kill as many natives as they pleased. Crowley, in his account of the voyage, reported that they were glad to engage in the sport. Before they left, they killed many Chamorros, often in a very barbaric manner.

The Spanish conducted a campaign to eliminate the traditional Chamorro religion and replace it with Spanish-Catholic Christianity. The Spanish had had a similar experience teaching the new religion to the indigenous peoples in North and South America. The ancient Chamorro practices, however, ran deep. For example, many Chamorros born under Spanish colonization in the 1800s, were baptized and married in the Catholic Church and considered themselves Christians. Yet they also may have firmly believed in supernatural spirits known as *taotaomo'na*. The ancient Chamorros practiced ancestral worship and some aspects of this religion continued to be practiced by some Chamorros until recent times.

The Chamorros were made to adopt Spanish customs and were subjected to Spanish laws, and eventually, a hispanicized society evolved. A map of Guam clearly points to Spain's presence in the island's past, reflected in place names, such as Santa Rosa Mountain, or street names, such as Hernán Cortéz Street. The Chamorros, too, have personal names that would be familiar throughout the Spanish-speaking world. In the Spanish tradition, a Chamorro usually has two family names, for example, Jose Duenas Castro. The first name, Duenas, which is the one

changed by the Americans when they came to Guam following the Spanish-American War, so the individual would be known as Jose Castro Duenas. This seemingly simple name change was a difficult transition for some Chamorros.

Over the years, intermarriage between the indigenous people and people of varied ethnic backgrounds brought to the Marianas by the Spanish spawned a racially-mixed population. A different culture developed with the blending of the Chamorro way of life and the diverse characteristics of the newcomers.

In the early 1800s, some Caroline Islanders whose home islands were devastated by a typhoon were permitted by the Spanish to settle in the northern Marianas. Some years later, many Chamorros whose predecessors had been relocated to Guam in the early 1700s, returned to these islands that were the ancestral lands of their people. Some Chamorros came as representatives of the Spanish colonial government in Guam, while others came to build a new life for themselves and their families.

Acculturation in the Spanish Era

<http://www.guampedia.com/acculturation/>

Schools provided for change

The introduction of Spanish culture to the Chamorro people began with early Spanish visitors to the Marianas in 1500s. Spanish influence on the culture and language continued throughout the duration of the Spanish Era, which lasted from 1668 to 1898. When the Spanish first arrived, they discovered naked islanders who lived in small villages. The Spanish saw them as superstitious non-Christians who recognized chiefs as their leaders and, who in their opinion, were uncivilized and lacking proper religious and political practices. However, the Spanish also believed that the Chamorros possessed the potential to become more productive citizens within the constructs of a Westernized culture.

Style of dress

During the late 17th century when [Jesuit](#) priest [Diego Luis de San Vitores](#) established a mission in the village of [Hagåtña](#), the main objectives of the Spanish were the [Christianization](#) and colonization of the region. Determined to introduce a more “civilized” appearance to the islanders, San Vitores taught the Chamorros how to make Western-style garments by piecing together the woven mats that Chamorros already produced. San Vitores himself wore these garments as a means of convincing the islanders that the woven pieces of clothing were suitable forms of attire.

Educational facilities

San Vitores established [Colegio de San Juan de Letrán](#), a boy’s school or seminary, in 1669 in the village of Hagåtña. Initially, students were drawn to the school with the promise of receiving small gifts. These boys, ages four through eleven, who attended the Colegio received lessons in Christian doctrine, reading, writing, arithmetic, penmanship, Spanish grammar, geography, history, and good manners.

By the mid-19th century, the curriculum included music, ethics, carpentry, iron-working, and agriculture. Instruction was provided by two male teachers who were educated at the Normal School in Manila. In 1844, the enrollment at the school was approximately 300 to 400 students and by 1886, 500 boys were enrolled at the school.

The [Escuela de Niñas](#), or School for Girls, was also located in the capital city of Hagåtña. The school building included two classrooms, which could accommodate up to 150 students. One teacher and an assistant (*ayudante*) taught the young girls, also ages four to eleven years of age. The curriculum consisted of classes in Christian doctrine, reading, writing, arithmetic, sewing, and embroidery. In 1886 the Escuela de Niñas had an enrollment of 356.

century, prompting an official request for the construction of additional schools on the island. The funding for the institutions came from an endowment called *obra pia* from Queen Mariana of Austria.

The other institutions established were referred to as Schools of Primary Letters, and were built in the other villages and also provided educational instruction to children, ages four to eleven. These schools were located in the villages of [Agat](#) (with the outlying barrio of [Sumay](#)), Merizo (with the outlying barrio of [Umatac](#)) and [Inarajan](#). Additionally, there was a school constructed in the barrio of Santa Cruz, adjacent to the capital city of Hagåtña, due to the large student population in the area. The capital city of Hagåtña included the outlying barrios of Anigua, [Asan](#), Tepungan, [Sinajana](#) and Maria Cristina (present day [Tamuning](#)).

New politics, new religion

As can be seen in the school curriculum, Chamorros were introduced to an array of Western subjects and fields of study. A society with strong oral traditions, Chamorros were taught to read and write using pen and paper. Fields of study such as geography, arithmetic, history, and Christian doctrine were taught to provide the students with what was viewed as the basics of an education. Trades such as carpentry, iron-working, agriculture, sewing and embroidery were included in the curriculum and promoted as skills which could provide income.

By 1887, approximately 35 percent of the population had received primary instruction in one of the schools on the island. Eleven percent of the total population had learned how to read and write.

The Spanish administration of the Mariana Islands introduced many changes to the islanders lifestyle. A new political structure was placed upon them as was a new way of worship. San Vitores and his [Jesuit brothers](#) as well as the [Augustinian Recollects](#) helped to Christianize the Chamorros with the promise of salvation.

The Spanish colonization of the Mariana Islands introduced the Western world to the Chamorros and forever changed the direction of their lives.

[By Dr. Velma Yamashita](#)

<p>Content: Social Studies/Guam History</p>	<p>Grade/Course: 4th</p>	<p>Timeline: Nov.9-10 & Nov.12-13 (4days)</p>
<p>Standard(s): Guam Standards:</p> <p>4.4.3 Explain how individuals can participate in civic affairs and political parties on Guam.</p> <p>4.5.1 Explain and discuss how people on Guam make a living to meet their needs and wants.</p> <p>CCSS:</p> <p>4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain- specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p>		
<p>Lesson Overview: The focus of this lesson is for students to distinguish between needs and wants. Most importantly, students will form explanations and discuss how people on Guam make a living to meet their needs and wants. In addition, students will continue to sharpen their writing skills through written reports for current events. More over, this lesson will introduce students to the political parties on Guam. Students will also see ways on how they themselves can be active participants in civic affairs.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Select an informative article about Guam and write a clear and concise report • Present their reports with confidence • Identify ways on how people on Guam make a living to meet their needs and wants • Distinguish between a need and a want • Explain the importance of knowing the difference between a need and a want • List needs and wants and with a given reason for selecting those specific items • Identify political parties on Guam • List ways to become an active participant in civic affairs 	
<p>Vocabulary: needs and wants, colony, colonization, civic affairs, timeline, proclamation, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p>	<p>Focus Question(s): How does leadership affect the economy? What effect did Ferdinand Magellan have on the Chamorros?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: Journal Prompt

- ❑ For 5 minutes, have students list the different ways people on Guam make a living to meet their needs and wants. Once time is up, have students share their ideas with the class.
- ❑ Students then shall use their list to write a 2 paragraph response to the many different ways people make a living to meet their needs and wants.

Instruction and Strategies:

❖ **DAY 1: CURRENT EVENTS**

- PRESENTATIONS OF REPORT
- PEER EDITING

⇒ Students will reread their reports. Then, they are to exchange with their peers and have their peers read it. After, have their partners give them feedback on ways they can revise their report.

- REVISION OF REPORTS

❖ **DAY 2: NEEDS AND WANTS: LUXURY VERSUS A NECESSITY**

- Need (noun): A requirement
 - Example: food, water, shelter, clothing
- Want (noun): Something desired
 - Example: upgraded/the latest technology: laptop, cellphone,

- ❑ **INTEGRATION WITH ART:** Students will create a list of their needs versus their wants. They then will illustrate each item. After, have them state their reasons for selecting the specific items.

Why is it important to distinguish between a need and a want?

In general, how does a person make a living to meet their needs and wants?

1. School
2. Work

❖ **DAY 3: CIVIC AFFAIRS ON GUAM (**www.merriam-webster.com**;** www.dictionary.com**)**

- Civic affair: affairs and operations of the civil population of a territory that are supervised and directed by a friendly occupying power
 - Civic: Of or relating to a city; Of citizens
 - Affair: Matters of commercial or public interest or concern
- Civic Virtue (blue SS book): is good citizenship. It means doing things, such as cooperating and solving problems, to help communities live and work well together.
- Volunteer(SS book): is someone who agrees to provide service without pay.

How to be an active participant in civic affairs...

- **Personal responsibilities** such as taking care of one's self, supporting one's family, and caring for, nurturing, and educating one's children, accepting responsibility for the consequences of one's actions, adhering to moral principles, considering the rights and interests of others, and behaving in a civil manner.
- **Civic responsibilities** such as obeying the law, being informed and attentive to public issues, assuming leadership when appropriate, paying taxes, voting, serving as a juror or in the armed forces, monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking, and performing public service.
 - Community Service
 - Community Involvement

Independent Work: As a citizen of Guam, why is it vital to be an active participant in civic affairs?

❖ DAY 4: POLITICAL PARTIES ON GUAM

- Political party: A *political party* is an organization of people, which seeks to achieve goals common to its members through the acquisition and exercise of *political power*.
 - Political: Of, relating to, or concerned with politics. Having a definite policy or system of government.
 - Party: A group gathered for a specific purpose or task.

☐ GUAM has a 2 party-system of government:

1. Republican
2. Democratic

pp.308-309 Houghton Mifflin SS Book: Have students copy vocabulary words and read as a class.

- A. Citizen: is someone who is born in a country or who promises to be loyal to the country.
- B. Election: is the way voters choose people to serve in the government.
- C. Democracy: is a system in which the people hold the power of government. The people decide who will lead them and what the government will do.

pp. 311 THREE BRANCHES OF GOVERNMENT: Class reading on the three branches of government. While reading, students are to take notes on their graphic organizers. After, have a brief discussion with the class.

Art Integration: Create a chart that illustrates the three branches of government. Make sure to:

- Define each branch of government
- State the job/duty
- List who is involved in each branch of government

Independent Work: (pp.364 Houghton Mifflin SS Book)

Why is important for citizens to vote in an election?

- It is important for citizens to vote because they choose the people who will represent them in government. (pp.364 Houghton Mifflin SS Book)

Formative Assessment: QUIZ

1. What is a need? List 2 examples
2. What is a want? List 2 examples
3. How many political parties on Guam?
4. What are the 2 political parties on Guam?
5. List 2 things you can do to be involved in civic affairs.

Closure:

- Review
- Quiz Preparation
- Go over Quiz

Independent Practice: Short Answers *(2-3 sentences per question)*

1. What is the difference between a need and a want?
2. Why is it important to know the difference between a need and a want?

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

http://www.civiced.org/papers/articles_role.html

www.merriam-webster.com

www.dictionary.com

<http://www.guampedia.com/democratic-party-of-guam/>

<http://www.guampedia.com/republican-party-of-guam/>

Reflection:

Content: Social Studies/Guam History	Grade/Course: 4	Timeline: 11/16/15-11/20/15
<p>Standard(s): Guam Standards:</p> <p>4.3.1 Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets.</p> <p>4.3.2 <i>Identify and explain the uses and conservation of the environment and resources.</i></p> <p>CCSS:</p> <p>4.RI.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.</p>		
<p>Lesson Overview: In this lesson, students will learn about the significance of conserving resources. They will also see ways in which humans have affected the environment both positively and negatively. Further, they will gain knowledge about the 3R's (reduce, reuse, and recycle.) In addition, students will continue to sharpen their writing skills through written reports for current events. Most importantly, students will see the essence of recycling. They will create artwork by using recycled material.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Select an informative article about Guam and write a clear and concise report • Present their reports with confidence • Identify ways in which humans positively and negatively affect the environment • Explain the significance of conserving environment and resources • Use a pictograph to determine the amount of water used daily • List ways one can reduce, reuse, and recycle • Make artwork composed of recycled material 	
<p>Vocabulary: consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p>	<p>Focus Question(s): How can humans negatively and positively affect the environment?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: Journal Prompt

- In 2 paragraphs, have students list ways in which humans can affect the environment negatively and positively.
 - Random Reporter

Instruction and Strategies:

❖ DAY 1: CURRENT EVENTS

- PRESENTATIONS OF REPORT
- PEER EDITING

⇒ Students will reread their reports. Then, they are to exchange with their peers and have their peers read it. After, have their partners give them feedback on ways they can revise their report.

- REVISION OF REPORTS

❖ DAY 2 AND 3: CONSERVATION OF THE ENVIRONMENT AND RESOURCES

WORD OF THE DAY: CONSERVATION

- Using something carefully and not wasting it
 - Example: Conserving water during a typhoon

Water Watch Activity Sheet (attached)

Name _____ Date _____

TIME
FOR KIDS
MIDDLE GRADES

Water Watch

Experts say it is important to save water when rain is plentiful. That way, the water can be used during times of drought. Study the pictograph to find out the average amount of water used per person each day in the United States. Then answer the questions.

Water Use in the Home	Amount of Water
Taking a shower	
Washing clothes (in a washing machine)	
Flushing the toilet	
Using sink faucets	
Other uses	

Source: American Water Works Association, 2010

Key
 = 1 gallon

1. How much water does one person use each day to take a shower?

2. For which activity does a person use 11 gallons of water each day?

3. For which activity is the most water used?

4. Besides those listed in the chart, for what activities do you use water?

Bonus: Numbers in the chart are based on averages. You can cut down on the amount of water you use by taking shorter showers. If taking a shower for six minutes uses 12 gallons of water, how much water does a four-minute shower use?

INTEGRATION WITH ART: Have student list and illustrate the several uses of water. At the bottom of their artwork, have them state 1-2 reasons why conserving water is important.

RECYLED ART PROJECT: ONE PERSON'S TRASH IS ANOTHER PERSON'S TREASURE

Materials: Waste Materials, glue, scissors, tape, coloring utensils

Procedure

1. Assign students to bring in various "waste" products from home.
2. Separate class into small groups/ Do one big class project
3. Allow 5-10 minutes for brainstorming session
4. Allow group to work on project (set a time frame)
5. Display artwork in class and have each group present

Acceptable Waste Material List

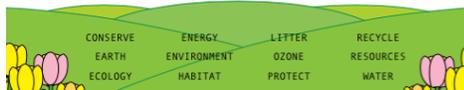
- Cardboard scraps
- Used plastic cups (rinsed)
- Used party decorations
- Styrofoam
- Bottle caps/lost marker caps
- Plastic bags
- Paper shopping bags
- Newspaper
- Empty milk carton/juice boxes (rinsed)
- Paper scraps
- Fallen Leaves
- Old Project Displays
- Old Dish sponges

Earth Day Word Search (Attached)

Earth Day Word Search

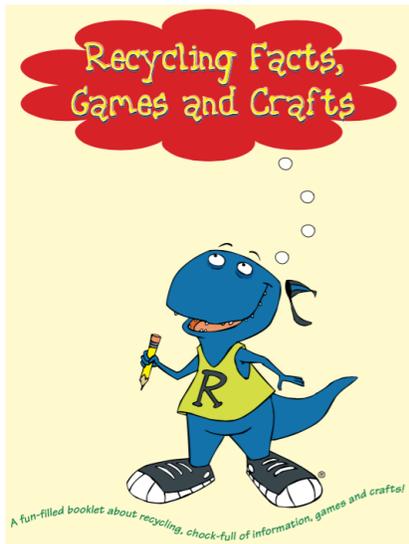
Circle each word from the list in the puzzle. The words can go in any direction.

O	L	R	E	S	O	U	R	C	E	S	C
Z	L	Z	O	R	E	C	Y	C	L	E	D
O	E	N	V	I	R	O	N	M	E	N	T
N	K	N	C	T	K	H	E	D	A	Q	K
E	I	O	F	H	E	C	O	L	O	G	Y
O	B	T	T	H	A	G	U	I	V	D	S
W	D	U	G	U	R	E	B	T	E	V	O
K	A	H	A	B	I	T	A	T	D	R	E
J	N	T	F	I	H	E	N	E	R	G	Y
D	Q	Z	E	N	L	N	R	R	L	N	I
L	I	C	P	R	O	T	E	C	T	B	K
P	M	P	Q	C	O	N	S	E	R	V	E



RECYCLING FACTS AND GAMES (PDF ATTACHED)

- Aside from fun-filled activity worksheets, the PDF file breaks down the 3 R's (**Reduce, Reuse, and Recycle**) in elaborate details.



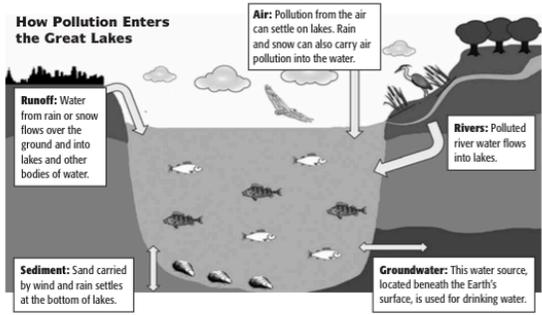
☐ POLLUTION PATHWAYS

Name _____ Date _____



Pollution Pathways

The diagram shows the different ways pollution can enter the Great Lakes. Use it to answer the questions.



1. The diagram shows pollution entering the Great Lakes from how many different pathways? _____
2. True or false: Pollution can enter the Great Lakes from rivers. _____
3. Describe one way pollution might enter the Great Lakes from the air. _____

4. Find groundwater on the diagram. Why does the arrow point in two directions? _____

5. How might pollution from a town that is miles away affect the Great Lakes? _____

Formative Assessment: Review Questions

1. What does conservation mean?
2. Why is it important to conserve?
3. What are the 3R's?
4. How can humans positively affect the environment? State at least 2 examples
5. How can humans negatively affect the environment? State at least 2 examples

Closure: Review, Recycled Art Project Presentation

Independent Practice: Multiple worksheets listed above

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work

- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

<http://epa.guam.gov/activities/for-educators/earth-day-lesson-plans/>

<http://www.timeforkids.com/news/earth-day-printables/155696>

<http://www.niwater.com/sitefiles/resources/pdf/h20-worksheet.pdf>

http://www.timeforkids.com/files/magazines/042215_G5_pollutionpathways.pdf

<http://www.education.com/worksheets/fourth-grade/earth-day/>

Reflection:

Content: Social Studies/Guam History	Grade/Course: 4	Timeline: 11/23/15-11/25/15
<p>Standard(s): Guam Standards:</p> <p><i>4.3.4 Describe and compare the climate of Guam with other regions.</i></p> <p>CCSS:</p> <p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>		
<p>Lesson Overview: For this lesson, students will revisit climate and region. They will then create their detailed and vivid descriptions of Guam’s climate. More over, they then will compare Guam’s climate with other regions.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Describe Guam’s climate • Form comparisons of Guam’s climate with other regions • Identify the features that define a region • Explain difference between weather and climate • List factors that affect climate 	
<p>Vocabulary: consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p>	<p>Focus Question(s): How can humans negatively and positively affect the environment?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: Journal Writing (15 minutes)

- Write a vivid and detailed paragraph about Guam’s climate.

Instruction and Strategies:

- Days 1 Review of Last Week’s lessons
 - Needs vs. Wants
 - How do people on Guam make a living?
 - 3 Branches of Government
- Day 2: Review: Chapter 2 Regions pp. 36–40
 - What are the features that can define a region? (Students take notes on graphic organizers)
 1. Plant life
 2. Language
 3. Government
 4. Population
 5. Religion
 6. Landforms

Day 3: Chapter 2 Climate pp.52–57

- Have students reread Chapter 2 Lesson 3 and define the vocabulary words.
- Class Reading on A Land of Many Climates pp.54-55 and Talk About It: Q&A (on TE) based on reading.
- Integration with Art: Have students draw a map similar to the one shown on page 54. Students are to label the 6 major climate regions and color-code the different regions and make a legend.

Formative Assessment:

1. Regions are based on shared features. List at least 3 features that can define a region.
 - Plant life, language, government, population, religion, landforms
2. What 3 factors affect climate?
 - Latitude, distance from a major body of water, and elevation affect climate
3. Name the six major climate regions.
 - Tropical wet, polar, marine, highland, continental, and desert
4. How is weather different from climate?
 - Weather affects people's daily activities. Climate affects how people live and work all year long.

Closure (Integration with Art): Have students illustrate a comparison of Guam's climate versus the climate in a different region to demonstrate their understanding of the lesson. At the bottom of their artwork, have them write a brief description comparing both regions and their climates.

Independent Practice:

(Integration with Art)

- Have students create a timeline of their 4-day weekend.
- Also, have students create a map of any of the places they went to over the weekend. Remind them to add a legend to their maps.

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

www.studenthandouts.com (Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57

Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)

Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708

Reflection:

Content: Social Studies/Guam History	Grade/Course: 4	Timeline: 11/310/15-12/4/15
<p>Standard(s): Guam Standards:</p> <p>4.3.5 Describe the physical, economic, and cultural geography of Guam.</p> <p>4.3.8 Recognize the consequences of human modification of the environment on Guam.</p> <p>CCSS:</p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		
<p>Lesson Overview: For this lesson, students will continue to sharpen their writing skills through written reports for current events. Most essentially, they will also see ways in which humans have affected the environment both positively and negatively. They will also describe the three branches of government. More over, they will read and create their very own circle graphs.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Select an informative article about Guam and write a clear and concise report • Present their reports with confidence • Identify ways in which humans positively and negatively affect the environment • List and describe the three branches of government • Read and create circle graphs based on given data 	
<p>Vocabulary: consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p>	<p>Focus Question(s): How can humans negatively and positively affect the environment?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: During W5, students were asked to list ways in which humans both positively and negatively affected their environment. Stemming from that assignment, have students create a cause and effect chart/graphic organizer. Divide the class into two groups: one group will work on positive ways human have affected the environment and list the effects while the other group does the same thing except focuses on the negative effects.

- **Integration with Art:** Have the two groups create draw pictures that explain their cause and effect chart.

Instruction and Strategies:

❖ **DAY 1 and DAY 2: CURRENT EVENTS**

- PRESENTATIONS OF REPORT
- PEER EDITING

⇒ Students will reread their reports. Then, they are to exchange with their peers and have their peers read it. After, have their partners give them feedback on ways they can revise their report.

- REVISION OF REPORTS

❖ **DAY 3: SKILL BUILDER**

- **READ A CIRCLE GRAPH** (Houghton Mifflin SS Book pp. 112-113)
 - **Word of the Day: Circle Graph** (Students copy and define term on their graphic organizers.
 - Note taking & Class reading on Circle Graph
 - Circle Graph worksheets (**PDF files attached**)

❖ **DAY 4: REVIEW ON GOVERNMENT**

- CHAPTER 4 pp. 116 Class reading and discussion
- pp.117: Have students answer Question #1: Matching Vocabulary

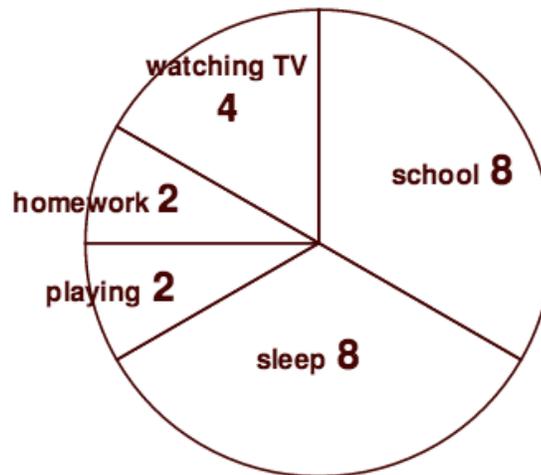
❖ **DAY 5: CITIZENSHIP (CH4 L2 EXTENDED LESSON) pp. 118-119**

- Class reading and discussion
- Activity: **ACT IT OUT**- Class skit on law making

Formative Assessment:

1. List 2 positive ways humans affect the environment and explain the effects.
2. List 2 negative ways humans affect the environment and explain the effects.
3. List and describe the 3 branches of Government. (What are they? Headed by Who? Duties?)
4. What is a circle graph?
5. Create a circle graph with the given data.
 - Title: A 24 Hour Day
 - 8 hours of school, 8 hours of sleeping, 4 hour of watching TV, 2 hours of homework, 2 hours of playing

A 24 hour day



ANSWER:

Closure: Lesson Review + Formative Assessment (QUIZ)

Independent Practice: Students are to organize and present given data in a circle graph to demonstrate their understanding. (*Apply The Skill* ,pp. 113 Houghton Mifflin SS Book)

- **Circle Graphs work sheets (pdf attached)**

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

Houghton Mifflin Fourth Grade, Social Studies, Chapter 4, Read A Circle Graph, pp. 112-113
www.superteacherworksheets.com (pie graph)

www.studenthandouts.com (Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57

Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)

Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708

Reflection:

<p>Content: Social Studies/Guam History</p>	<p>Grade/Course: 4th</p>	<p>Timeline: 12/7/15-12/11/15 (4days)</p>
<p>Standard(s): Guam Standards: 4.3.9 Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.</p> <p>CCSS: 4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain-</p>		
<p>Lesson Overview: For this lesson, students will continue to improve their writing skills through current events. More over, stemming from previous lessons, students will learn more and expand their knowledge regarding the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Compare and contrast natural disasters (typhoons, earthquakes, tsunamis, etc.) • Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam. • Write their very own storm stories • Select an informative article about Guam and write a clear and concise report 	
<p>Vocabulary: consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p>	<p>Focus Question(s): How can humans negatively and positively affect the environment?</p>	

<p>Description of Lesson (Including Instructional Strategies): Anticipatory Set: Journal Writing (10 minutes) Choose (1) prompt to write about: <i>If a volcano erupted on Guam causing lava to spread all around the island, what do you think will happen to Guam?</i> <i>If a strong earthquake occurred on Guam, what will happen to our island?</i> <input type="checkbox"/> Integration with Art: After writing a paragraph, illustrate your prediction.</p> <p>Instruction and Strategies: ❖ Day 1: Current Events</p> <ul style="list-style-type: none"> ▪ Presentation of Reports ▪ Peer Editing and Revision of papers
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- ❖ **Day 2 Words to Know:** Have students create a *natural disaster* booklet that defines each of the terms below with an illustration. In addition, have students correctly use the terms in a sentence to demonstrate their understanding. **** (Integration with Art)**

- Review lesson on natural disasters

Volcano: When magma pushes up through cracks in the earth, it becomes lava. Cooling lava forms a volcano. When lava explodes or erupts, it creates a cinder cone.

Earthquake: A sudden and violent shaking of the ground, sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action.

Tsunami: A series of enormous waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption, or meteorite.

Erosion: A process of wearing away of rock and soil.

Typhoons: Very large and powerful Pacific storms.

- ❖ **Day 3 Class Reading: Storm Warriors** (Houghton Mifflin SS Book pp.136-139)

- While reading students are to take notes on their graphic organizers (story maps)

- Activity #1: Tell students to imagine they and a friend were trapped in the cookhouse during the storm, and write a story that describes what happened. Remind them to think about characters, a problem, and a solution for their story.

- **Integration with Art: Illustrate story through elaborate pictures**

- Activity #2: Make a list of words in the excerpt that describe what a hurricane is like. Through using those specific terms, write your own description of a hurricane.

- ❖ **Day 4: PRESENTATIONS & LESSON REVIEW**

- Presentation of Natural Disaster booklets
- Presentation of Storm Story
- Lesson Review for Quiz
- Vocabulary Review

Formative Assessment: QUIZ

1. The process of wearing away of rock and soil is called _____. *erosion*
2. Typhoons are very _____ and powerful _____ storms. *large, Pacific*
3. An earthquake is a sudden and violent _____ of the ground. *shaking*
4. A _____ is a series of enormous waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption, or meteorite. *tsunami*
5. When magma pushes up through cracks in the earth, it becomes lava. _____ lava forms a _____. *cooling, volcano*
6. How can you and your family prepare for a typhoon?
7. What are important items that you should have to best prepare for a typhoon? Explain your answer.
8. What should you do when there is an earthquake?

Closure: Review of Lesson, presentation of *natural disaster booklet*, and quiz

Independent Practice:

- Natural disaster booklet

Accommodations/Modifications:

- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

www.studenthandouts.com (Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57

Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)

Houghton Mifflin Fourth Grade Social Studies, Chapter 5, Storm Warriors pp. 136-139

Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708

<http://ghs.guam.gov/tsunamis>

<http://ghs.guam.gov/typhoons>

<http://ghs.guam.gov/earthquakes>

Reflection:

<p>Content: Social Studies/GU Hist.</p>	<p>Grade/Course: 4th</p>	<p>Timeline: 12/14/15-12/18/15</p>
<p>Standard(s):</p> <p>Guam Standards:</p> <p>4.3.5 <i>Describe the physical, economic, and cultural geography of Guam.</i></p> <p>4.3.8 Recognize the consequences of human modification of the environment on Guam.</p> <p>4.3.9 Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.</p> <p>CCSS:</p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain-</p>		
<p>Lesson Overview: Students will continue to sharpen their writing and reading skills through current event reports. In addition, students will expand their knowledge and understanding of the positive and negative effects of human modification on the environment. Students will also better familiarize themselves with the branches of U.S government. In addition, students will compare and contrast natural disaster and describe their particular causes and effects.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Select an informative article about Guam and write a clear and concise report • Identify and illustrate ways in which humans positively and negatively affect the environment • List and describe the three branches of government • Read and create circle graphs based on given data • Compare and contrast natural disasters (typhoons, earthquakes, tsunamis, etc.) • Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam. 	
<p>Vocabulary: consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p>	<p>Focus Question(s): How can humans negatively and positively affect the environment?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: Vocabulary Drill- For 5 minutes, have students define the terms below in their own words.

Volcano: When magma pushes up through cracks in the earth, it becomes lava. Cooling lava forms a volcano. When lava explodes or erupts, it creates a cinder cone.

Earthquake: A sudden and violent shaking of the ground, sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action.

Tsunami: A series of enormous waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption, or meteorite.

Erosion: A process of wearing away of rock and soil.

Typhoons: Very large and powerful Pacific storms.

Draw the box on the board with a few empty boxes. Then give students 3-5 minutes to fill out empty boxes.

U.S. Government Branches			
	Legislative	Executive	Judicial
Headed by:	Congress	President	Supreme Court
Job:	<u>makes laws</u>	carries out the laws	<u>decides if laws follow the Constitution</u>

Random Reporter: Call on students to share their definitions with the class and fill out the boxes for U.S Government branches.

Instruction and Strategies:

❖ **DAY 1 and DAY 2: CURRENT EVENTS**

- PRESENTATIONS OF REPORT
- PEER EDITING

⇒ Students will reread their reports. Then, they are to exchange with their peers and have their peers read it. After, have their partners give them feedback on ways they can revise their report.

- REVISION OF REPORTS

❖ DAY 3: HUMAN MODIFICATION ON THE ENVIRONMENT

- Review previous lesson on the positive and negative effects of human modification on the environment
- **Integration with Art:** Have students create a poster as an emblem of awareness, which shows ways to protect our island

❖ Day 4: U.S Branches of Government

- Brief Review
- **Integration with Art:** Have students create a booklet that describes and illustrates the three branches of government.

❖ Day 5: Class Reading: **Storm Warriors** (Houghton Mifflin SS Book pp.136-139)

- While reading students are to take notes on their graphic organizers (story maps)
 - Activity #1: Tell students to imagine they and a friend were trapped in the cookhouse during the storm, and write a story that describes what happened. Remind them to think about characters, a problem, and a solution for their story.
 - **Integration with Art: Illustrate story through elaborate pictures**
 - Activity #2: Make a list of words in the excerpt that describe what a hurricane is like. Through using those specific terms, write your own description of a hurricane.

Independent Practice:

- Writing Assignment #1 (2 paragraphs):** As a resident of Guam, it is your duty to help keep our island clean. What are some ideas that you can suggest to your village mayor or the governor on ways of protecting our island? Explain why you chose those specific ideas.
 - **Illustrate plan/ideas**
- Writing Assignment #2 (2 paragraphs):** If you were given the task to present on a natural disaster, which would you choose? Write a draft describing your specific natural disaster. Be sure to talk about the causes and effect. Most importantly, list ways in which you can prepare for the natural disaster and or what you need to do when the natural disaster occurs.
 - **Create a comic illustration**
- Reading a Pie Graph (Common Core Worksheet) ***Attached**

Formative Assessment (QUIZ):

1. The process of wearing away of rock and soil is called _____. *erosion*
2. Typhoons are very _____ and powerful _____ storms. *large, Pacific*
3. An earthquake is a sudden and violent _____ of the ground. *shaking*
4. A _____ is a series of enormous waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption, or meteorite. *tsunami*
5. When magma pushes up through cracks in the earth, it becomes lava. _____ lava forms a _____. *cooling, volcano*
6. How can you and your family prepare for a typhoon?
7. What are important items that you should have to best prepare for a typhoon? Explain your answer.
8. What should you do when there is an earthquake?
9. What are the 3 branches of government? Briefly explain each branch (who is in charge? what are their duties?)
10. List a negative effect of human modification on the environment. Provide a solution.

Closure: Review & Presentations

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

www.studenthandouts.com (Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57

Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)

Houghton Mifflin Fourth Grade Social Studies, Chapter 5, Storm Warriors pp. 136-139

Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708

<http://ghs.guam.gov/tsunamis>

<http://ghs.guam.gov/typhoons>

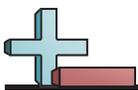
<http://ghs.guam.gov/earthquakes>

Houghton Mifflin Fourth Grade, Social Studies, Chapter 4, Read A Circle Graph, pp. 112-113

www.superteacherworksheets.com (pie graph)

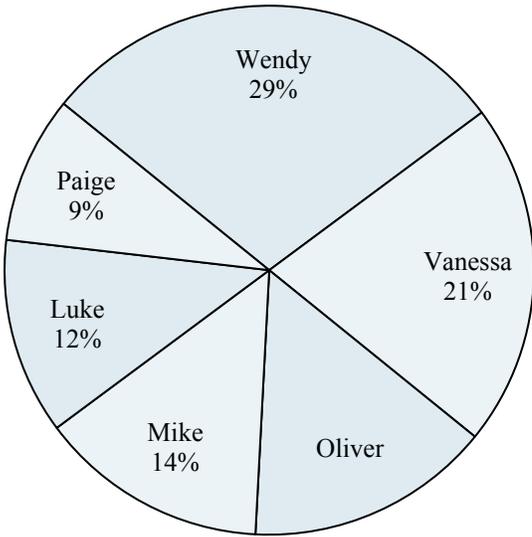
<http://www.commoncoresheets.com/Math/Pie%20Graphs/Reading%20E/English/1.pdf>

Reflection:



Use the graph to solve.

Class Election Results



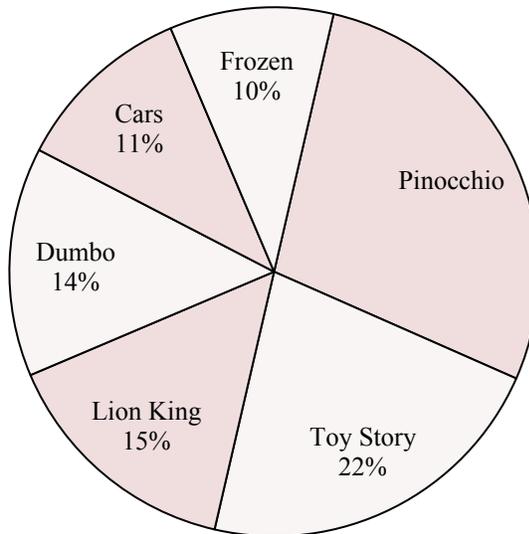
- 1) Who won the election?
- 2) Who got the least number of votes?
- 3) What percent of people voted for Oliver?
- 4) What percent of people voted for either Luke or Oliver?
- 5) Which two candidates had about half the votes?

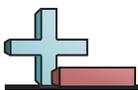
Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- 6) Which movie was the most popular?
- 7) Which movie was the least popular?
- 8) What percent of people said Pinocchio was their favorite?
- 9) What percent of people said either Pinocchio or Cars was their favorite?
- 10) Which two movies did about half the people say was their favorite?

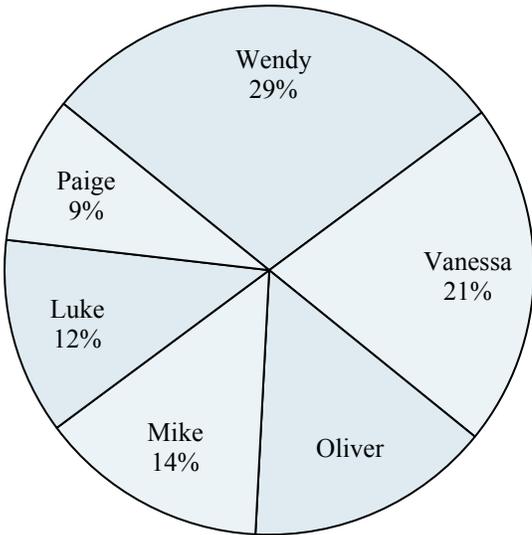
Favorite Disney Movie





Use the graph to solve.

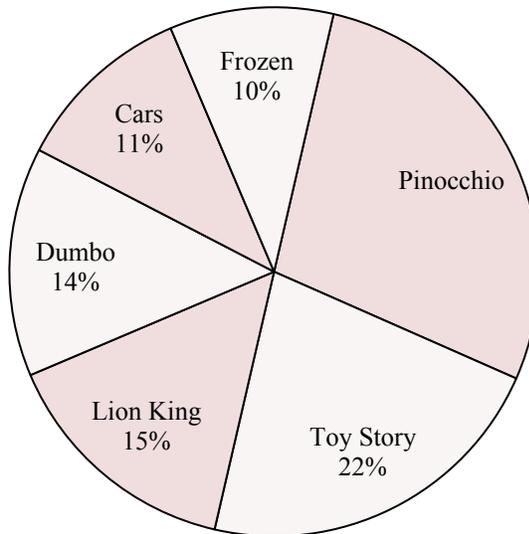
Class Election Results



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- 10) Which two movies did about half the people say was their favorite?

Favorite Disney Movie



Answers

1. Wendy
2. Paige
3. 15%
4. 27%
5. Wendy & Vanessa
6. Pinocchio
7. Frozen
8. 28%
9. 39%
10. Pinocchio & Toy Story

Content: Social Studies/GU History	Grade/Course: 4	Timeline: Jan. 4, 2016- Jan. 8, 2016
<p>Standard(s):</p> <p><i>4.2.1 Discuss the difference between historical fact and opinion.</i></p> <p>4.2.3 Place major events in the development of Guam in chronological order utilizing a time line.</p> <p>4.2.5 Discuss reasons for the Spanish settlement on Guam.</p> <p>4.2.6 Identify the importance of significant explorers.</p> <p>4.2.8 Describe the political, economic, and social impact of Spanish colonization on Guam.</p> <p>4.2.9 identify Spanish and Chamorro leaders prior to 1898.</p> <p>4.4.3 Explain how individuals can participate in civic affairs and political parties on Guam.</p> <p>4.5.1 Explain and discuss how people on Guam make a living to meet their needs and wants.</p> <p>4.3.1 Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets.</p> <p><i>4.3.2 Identify and explain the uses and conservation of the environment and resources.</i></p> <p><i>4.3.4 Describe and compare the climate of Guam with other regions</i></p> <p><i>4.3.5 Describe the physical, economic, and cultural geography of Guam.</i></p> <p>4.3.8 Recognize the consequences of human modification of the environment on Guam.</p> <p>4.3.9 Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.</p> <p>4.RI.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.</p> <p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text</p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p> <p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,</p>		

based on specific information in the text.

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain,

Lesson Overview: For this week, we will be doing a 2nd Quarter review. In addition, students will continue with their current event reports. More over, students will learn about *point of view*.

Lesson Objective(s):

In this lesson, students will be able to:

- Select an informative article about Guam and write a clear and concise report
- Compare and contrast point of views

Vocabulary: needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo, consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation

Focus Question(s):

How does leadership affect the economy? What effect did Ferdinand Magellan have on the Chamorros?

How can humans negatively and positively affect the environment?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set: (10-15 minutes) **Point of View:** Do you think recess should remain at 15 minutes or be increased to 20 minutes? Why or Why not? | Do you think it is important for students to wear school uniforms? Why or why not?

Have students answer the following prompts above. Then randomly select a few students to share their points of view. Have students compare and contrast those selected points of view.

Instruction and Strategies:

❖ **Day 1: Current Events**

- Presentation of Reports
- Peer Editing and Revision of papers

❖ **Day 2: Understand Point of View (Houghton Mifflin SS textbook pp. 140-141)**

☐ **Word of the Day: Point of View**

- Have students copy definition in graphic organizer.

- Class reading p. 140
 - o While reading, have students take notes on both point of views. Let them compare and contrast Andrea and Carlos's views.
- Learn the skill on p. 141
 - o Go over the lesson with students and have them *practice the skill* by answering questions #1-3
- Apply the Skill (p. 141): Have students give their individual points of view on the topic.

❖ **Days 3 to 5: 2nd Q. Review**

- Historical Fact vs. Opinion
- Spanish and Chamorro Leaders
- Spanish Colonization on Guam
- Uses and conservation of environmental resources
- Human modification of Guam's environment
- Natural Disasters
- Branches of Government

While reviewing the topics above, use the questions below for a review guide. After, on Day 5, select any of the 10 questions below for a 2nd Quarter test.

Formative Assessment: 2nd Quarter Test

1. The process if wearing away of rock and soil is called _____. *erosion*
 2. Typhoons are very _____ and powerful _____ storms. *large, Pacific*
 3. An earthquake is a sudden and violent _____ of the ground. *shaking*
 4. A _____ is a series of enormous waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption, or meteorite. *tsunami*
 5. When magma pushes up through cracks in the earth, it becomes lava. _____ lava forms a _____. *cooling, volcano*
 6. How can you and your family prepare for a typhoon?
 7. What are important items that you should have to best prepare for a typhoon? Explain your answer.
 8. What should you do when there is an earthquake?
-
9. List 2 positive ways humans affect the environment and explain the effects.
 10. List 2 negative ways humans affect the environment and explain the effects.
 11. List and describe the 3 branches of Government. (What are they? Headed by Who? Duties?)

U.S. Government Branches			
	Legislative	Executive	Judicial
Headed by:	Congress	President	Supreme Court
Job:	<u>makes laws</u>	carries out the laws	<u>decides if laws follow the Constitution</u>

12. How is weather different from climate? *Weather affects people's daily activities. Climate affects how people live and work all year long.*

13. What does conservation mean? *To use something carefully and not waste it.*

14. Why is it important to conserve?

15. What are the 3R's? *Reduce, Reuse, and Recycle*

16. What is the difference between a need and a want? State examples

17. What are the two political parties on Guam? *Republican and Democrat*

18. List 1 Chamorro and 1 Spanish leader.

Chamorro Leaders

1. Chief Quipuha
2. Chief Mata'pang
3. Chief Hurao
4. Chief Gadao

Spanish Leaders

5. Father Diego de Luis San Vitores
Governor Don Damian Esplana

19. What is colonization? *When one country takes over another by force*

- a) Give one example of one country colonizing another?

Closure: Review and 2nd Quarter Test.

Independent Practice:

- Compare and Contrast Point of View
- Current Event Report

Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, divide the passages between weak and strong readers.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

Resources (Textbook and Supplemental):

Houghton Mifflin Fourth Grade Social Studies, Chapter 5, pp.140-141

www.studenthandouts.com (Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)

Houghton Mifflin Fourth Grade Social Studies, Chapter 5, Storm Warriors pp. 136-139

Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708

<http://ghs.guam.gov/tsunamis>

<http://ghs.guam.gov/typhoons>

<http://ghs.guam.gov/earthquakes>

Reflection: