

Connections

Social Studies

Grade 4

Objective 5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.

Activity 1

Students will find out how different ethnic groups in North Carolina celebrate birthdays. After finding out how North Carolinians celebrate birthdays the class can have a birthday party.

Different ethnic groups of North Carolina include: White, African American, Native Americans: Lumbee and Cherokee, Hmong, Hispanic/Latino.

“Latin America

In several Latino cultures, a girl’s 15th birthday, called a quinceanera, marks her passage into adulthood. This celebration often includes a religious ceremony at church, in which the young lady recognizes her heritage and her spiritual journey. Many quinceaneras include a candle-lighting ceremony, where a young woman illuminates her parents’ candles using the flame of her own candle. In turn, her parents light the candles of their parents, and so on. In some Latin American countries, a young woman changes her shoes from flats to heels during the ceremony.

Mexican birthday celebrations feature piñatas filled with candy and small toys. At birthday parties, children take turns hitting the piñata, a hollow figure shaped like an animal, flower, automobile, or other object that is suspended from the ceiling. While blindfolded, kids reach out and hit the piñata with a stick until it breaks open. When the treasures rain down on the floor, everyone scrambles to collect them. People believe that the child who breaks open the piñata will have good luck.

Throughout history, Native American tribes have placed significance on milestones in a child’s development rather than the day he or she was born. The day a child takes its first step is cause for just as much rejoicing as the day he or she accepts the responsibilities of an adult, gets married, becomes a parent, etc.

The majority of American children, however, celebrate birthdays with a cake topped with lighted candles. Most families use the candles to represent how old a person is turning, i.e., one candle for a one-year-old, etc. When the cake is set before the guest of honor, he or she is supposed to make a wish, without telling anyone what it is. After making a wish, he or she tries to blow out the candles. If all the candles go out with one breath, it is believed that the wish will come true!

Some children receive birthday “spankings”, which are were originally based on superstition, but are now more of a birthday prank or a joke. Hundreds of years ago, spankings were given for each year of the birthday child’s life. Beyond that number, a child received another spanking to grow on, one to live on, one to eat on, one to be happy on, and yet another spanking to get married on. At one time, it was considered bad luck if the birthday celebrant was not spanked because it was believed to “soften up the body for the tomb.” Historians are unsure if the practice of swatting the birthday girl or boy was treated as a joke, as people view it today.

Singing “Happy Birthday to You” has also been a long-standing tradition on birthdays as well. It was written by two American sisters in 1893, and has been translated into several languages around the world.

In Muslim cultures, people thank God following the birth of a child by giving gifts to the poor. After the child is a week old, its head is shaved. The family then donates an amount of silver equal to, and often more than, the weight of the child’s hair. Following this ritual, family and friends come together for a feast and a naming ceremony. It is expected that some of the food will be given to those in need as well.

According to religious customs, Hindu children only celebrate their birthdays until they are 16. Until then, however, they do not go to school on their birthdays. Instead, a birthday is observed with a religious ceremony where a priest blesses the child. On a Hindu child’s first birthday, his or her head is shaved while being held by a special fire. Removal of the hair cleanses the child of any evil in past lives, symbolizing a renewal of the soul.

In many Jewish communities, a male child’s hair is not cut until he is 3 years old. On his third birthday, the boy’s first haircut is accompanied by a special ceremony called an upsherin, which also symbolizes the beginning of the child’s Jewish education.”

http://newsfinder.org/site/more/birthdays_those_important_dates/

Author: Fotopoulou Sophia

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Social Studies

Grade 4

Objective 4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.

Turn to page twenty-four where the wolf is caught by the police, review that he is beginning taken to jail and this is apart of county government. Students will be able to see the jail system in their county.

Activities: 2

Activity 1:

Objective(s): Student cooperative groups will name at least three ways they think county government helps them. Student cooperative groups will utilize classroom or Media Center resources to locate at least three different functions of county government.

Description of Student Activity: Student cooperative groups will select activity card (the activity card states “How does a part of county government help you?”) from activity pocket. Student Reader will read Brainstorm Challenge activity to group. “How can county government help you?” Students will discuss possible ways. Student Recorder will record groups' final answers. They must have at least three but can have more than three. Student Recorder will put group response in answer pocket. Student Referee will make sure that each student is given a chance to participate. Student Reader will read the next activity from the activity pocket. Student cooperative groups will rotate to utilize the Media Center. When they are not in the Media Center, they will use classroom resources and their North Carolina History textbook to locate at least three functions of county government. Student Recorder will write the three functions and will put group response in pocket.

Activity 2:

Objective(s): Given access to Internet, student cooperative groups will use the bookmark function to access information about (the county that you live in) County Government. Student cooperative groups will list at least three functions of (the county that you live in) County Government.

Description of Student Activity: Student Reader will read activity (least three functions of the county government) to group. Student Technology Expert will teach students how to utilize bookmark to locate information about (the county that you live in) County Government. URL: <http://www.albemarle-nc.com/hyde/G-O-E/gov1.htm> provided “Courtesy of ICW-Net.” Students will discuss the functions of (the county that you live in) County Government mentioned in the article and will list at least three. Student Recorder will record the group list and put the response in the answer pocket.

Activity 3:

Objective(s): Student cooperative groups will choose one function of (the county that you live in) County Government to write a conversation about. Student cooperative groups will use character, setting, and problem to write dialogue. Student cooperative groups will use correct rules for capitalization and punctuation.

Description of Student Activity: Student Reader will read activity to group. Student Recorder will take list of functions of (the county that you live in) County Government out of answer pocket to use as a reference. Student cooperative groups will select one function of (the county that you live in) County Government to write a conversation

about. For example, they could select “sheriff” (character) and write a conversation about what the sheriff of (the county that you live in) County (setting) might say in the course of his job (problem). Student cooperative groups must list the characters, setting, and problem. Student cooperative groups must also remember to use the correct rules for capitalization and punctuation in their dialogue. Student Recorder will record their responses and deposit their dialogue in the answer pocket.

Activity 4:

Objective(s): Student cooperative groups will illustrate a cartoon depicting their dialogue.

Description of Student Activity: Student Reader will read activity to group. Student Recorder will take dialogue out of answer pocket to use as a reference. Cooperative groups will illustrate and color the cartoon. Students will write in the dialogue using correct capitalization and punctuation.

<http://www.learnnc.org/lessons/TeachersConnect6182002576>

Author: Teachers Connect

Connections

Social Studies

Grade 4

Objective 6.04: Assess how the state's natural resources are being used.

Activity 3

Students will look at how clay is used to make bricks. Students will learn about clay because it is a mineral resource of North Carolina. Students will also look at the history of brick making. Ask students what they know about bricks. Ask students what they would like to know about bricks. The third pig makes his house out of bricks. Show page twenty-one to students.

What is clay? Clay can be found in soil all across North Carolina. Veins of clay can be found near the coast, throughout the Piedmont, and in the Mountains. Clay is made of silica, alumina, and water.

What is clay used for? Most clay is mined by companies who sell it to people who make bricks and ceramics (dishes and pottery.) Did you know that North Carolina produces more bricks than any other state in the US? That's a lot of bricks!

Some artists and craftsmen dig clay by hand from riverbeds to make hand-made pottery.

How does clay get its color? In North Carolina you can find natural clay in many colors including orange, red, yellow, brown, gray or white. Different minerals in the clay cause the various colors. Most clay contains traces of the mineral iron. Iron in the clay gives bricks and baked pottery their brownish color.

<http://www.themintmuseums.org/craftingnc/03-01-00-correct.htm>

Author: Mint Museum of Art

In the late nineteenth century, most brick works had similar components. The Harmony Brick Works was no exception. First, soak pits were used to prepare and mix clay. Clay was mixed with water and soaked overnight for softening. By doing that the clay became more pliable so that it could be shaped into bricks using wooden forms. Once technology began to take over, molding the bricks into the proper shapes became easier by using a soft-mud brick machine. The machine automatically shaped the pieces of clay into the form of bricks. A talented brick maker could produce about 4,000 bricks per day by hand. By the 1890's, some brick machines could even produce up to 5,000 bricks per hour.

The next step in the process was drying the bricks so they would be hard and durable. The brick-makers would put the soft bricks into a steam-heated drying room. The drying room was generally the largest area of a brick works facility because they had to accommodate such a large amount of bricks at a time. Towards the end of the existence of the brick works, the company bought a drying tunnel, which allowed the bricks to move through the drying





room by a conveyor belt with steam heat blown on them. By using a drying tunnel as opposed to a drying room, a much higher quantity of bricks could be dried and finished at a time, allowing higher sales and saved labor. Before the technology of drying rooms and tunnels, brick-makers had to lay bricks outside to dry naturally in the sun (and hope that it didn't rain).

The last part of the brick-making process was to fire the clay in kilns, which produced a very high degree of heat to cook the clay before it went through a final drying process. By cooking the clay, all of the finer elements were fused with one another to create a stronger, more durable, solid mass. Once the clay went through all of those processes, it had completed its metamorphosis to brick.

There is evidence that by 1898, the Harmony Brick Works had eight kilns altogether. There were five large kilns and three smaller ones. The kilns were fueled by natural gas and coal. By the end of the 1890's, natural gas supplies were diminishing, so workers were forced to resort to using a combination of coke and slack coal to heat the kilns. At the Harmony Brick Works, it was possible to fire many bricks at one time. According to an 1898 article about the Harmony Brick Works, the five larger kilns could hold 375,000 bricks apiece. The three smaller kilns had a holding capacity of 150,000 bricks. The trade-off for having a high quality of bricks that could be fired at once, was that it took two weeks for each kiln, large or small, to complete the job. They were slow-burned and cooked evenly and thoroughly. The bricks had to be laid out in such a manner that all sides got fired. Sometimes it was necessary to lean them against the wall on their corners to get heated thoroughly. The Harmony kilns were of the periodic up-draft, open-top variety. That means that the kilns had an open top and the bricks were stacked in the kilns so that they had spaces for air circulation. The bricks were burned so that the fire and smoke rose upward to escape from the tops of the kilns. This type of kiln is very efficient for burning many bricks at a time.

The property also included buildings such as a boiler and an engine house to convert energy to heat for firing and drying, storage sheds for quantities of unused brick, a grinding house for grinding the finer elements of the clay, and an office for accounting purposes. The layout and geographical location of the company's structures were quite practical. It made sense for brick factories to be located near a water source, clay deposits, and natural heating resources such as coal or natural gas so that there was increased availability of resources at a cheaper cost. Another essential



architectural component of brick facilities was the serviceability of building related structures within close proximity of one another. For example, the clay processing facility, the molding and drying areas, and the kilns were built in a cluster for the purpose of minimizing the time it would have taken to transport all of the bricks from one area to another. In turn, it saved on labor costs.

<http://www.lrp.usace.army.mil/lmon/brickmaking.htm>

Author: US Army Corps of Engineers Pittsburgh District

Connections

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Grade 4

Objective 6.08: Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

Activity 4

Start by showing the students page three in the book. You will talk about what types of food the wolf has in his sandwich. Then you will talk about what types of foods students like to put in their hamburger.

The purpose of this lesson is to look for evidence of global interdependence in the foods that we eat. In this interdisciplinary lesson, students explore the concept of global interdependence by investigating the origins of the foods they eat. Students will recognize the fact that many of the foods that they eat (and the ingredients that go into making them) are produced in other countries. They will speculate about why certain foods are produced in different regions of the world, and what might happen if the production and/or distribution of these goods were to stop. FAOSTAT, the Food and Agriculture Organization of the United Nations are a comprehensive teacher resource on the global food production, consumption, and trade.

<http://www.learnnc.org/lessons/ScienceNet11202002503>

Author: American Association for the Advancement of Science

Connections

Social Studies

Grade 4

Objective 2.01: Locate and describe American Indians in North Carolina, past and present.

Objective 2.03: Describe the similarities and differences among people of North Carolina, past and present.

Objective 2.04: Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

Activity 5

Review the book. Then introduce other folktales.

1. Define folktales as stories told from generation to generation to entertain and to pass on the beliefs and history of the culture. At first folktales were part of an oral tradition of storytelling, but eventually various versions were written down. Fairy tales are a subgenre of folktales that also usually include magic and good vs evil. We can learn about cultures from reading their folktales.
2. Read aloud *The Three Little Pigs and the Fox*, by William Hooks.
3. Discuss "clues" to North Carolina mountain culture in this version. Draw conclusions about the values of the mountain region from the lessons in the story.
4. Read a traditional version of *The Three Little Pigs* aloud. Have students create a Venn diagram with a partner, comparing the two versions. For instance, while the traditional version has three pigs and a wolf, Mr. Hooks' version has three pigs and a fox. Discuss these diagrams.
5. Explain that students will work in small groups to read and compare a selection of several versions of the same fairy/folktales. After reading each group of tales, they will complete a [folktale comparison chart](#) (or create one in either a table in word processing software, or a database to practice technology skills.) Ask students to read the William Hooks' books (*Moss Gown* and *Snowbear Whittington*) together first, to discuss and record the details about the southern region, and to predict the values from the story's lesson. Then they may continue to read other versions independently in their small groups, comparing and discussing their charts at the end of their reading.
6. Students will continue shifting sets of books and materials until they have read all the versions and compared them. Meet together as a class at the end of each class period to discuss findings and conclusions about the various cultural values shown in the tales. Have students submit their charts for evaluation by the teacher for completeness and correctness of information.

Suggestions for 5 groups:

Little Pigs tales group

Red Riding Hood tales group

Beauty and the Beast tales group

Cinderella tales group

Optional extension group: other folktales from around the world

7. Once students have completed reading have them focus on determining the time period, location, and culture for their rewritten tale. Ask them to list the cultural details that they will try to convey in their stories.
8. Discuss "What ifs" to help get them started- What if the *Three Little Pigs* took place in the coastal plains? Who would be the characters? What would the setting be like? What materials would be used for the houses?
9. Review the [folktale plan](#) and ask students to complete it. Refer to the [folktale plan example](#) as needed. Then students will work on their folktale rewrite drafts. Provide a rubric to use to edit their stories. Complete final versions by word processing for a class booklet of folktales if possible.
10. Have students prepare and practice their tale for a folktale storytelling festival. Encourage creative use of visuals, props, and language.
11. Have a storytelling day as a class or with a younger group.
12. Have students self-assess using a [Project Rubric](#)

<http://www.learnnc.org/lessons/JeanneMunoz5232002843>

Author: Jeanne Munoz

Connections

Social Studies

Grade 4

Objective 1.01: Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

Objective 1.02: Describe and compare physical and cultural characteristics of the regions.

Objective 1.03: Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

Activity 6

Assign the students the following performance prompt:

Imagine you are the wolf traveling throughout North Carolina. You are a travel agent who organizes business retreats for North Carolina industries. You collect information about the three major geographical regions of North Carolina and identify cultural and recreational activities, major landforms, and accommodations available in each region in order to design travel brochures. These brochures will be reviewed by a local travel agency.

1. Students brainstorm lists of cultural and recreational activities and landforms found in their assigned regions.
2. Students will use a map to list at least 5 major cities found in their regions.
3. Students will request information from Chambers of Commerce within their regions. Additional resources can include atlases, almanacs, encyclopedias (print or electronic), full text periodical databases (SIRS Discoverer), and student textbooks. (The majority of these resources should be available in the school media center or the local public library.)
4. Students will select appropriate information to include in their travel brochures as outlined in their project guidelines. (The required components can be found on the student grading scale as listed in "[assessment.rtf](#)") (Assessment rubric found below)
5. Students will organize and design their brochures to include the required components using either a desktop publishing program, a word processing program, or "paper and pencil."
6. Once the brochures have been completed, the students can share their brochures with their peers. This will allow the students the opportunity to assess their peers' work.
7. After viewing the other brochures, the students can plan their own vacations outside of their assigned regions or write a response to the following prompt:

"If you could travel to any of North Carolina's three regions, which would you travel to and why?"

<http://www.learnnc.org/lessons/DeborahHarrell7212002513>

Author: Deborah Harrell

Name: _____

Standard Writing Rubric

Needs

Focus

Adequate

Improvement

Excellent

Proficient

- Writing has a clear, appropriate focus.

- Focus is maintained throughout piece.

- The piece accomplishes its purpose.

Organization

- Beginning establishes focus of composition and

_____ engages readers in the topic.

- The piece has a clear organizational structure.

- Ideas and details are logically connected to each other using transition words and sentences.

- Ideas progress to a logical conclusion.

Support and Elaboration

- Topic is developed with specific, relevant details.

- Writing has sufficient elaboration to be convincing. _____
- All details are important and relevant to main idea. _____
- All details move the writing toward desired end. _____

Style

- Piece addresses specified audience appropriately. _____
- Writer uses words that are precise, engaging and well suited to the purpose, audience, and context. _____
- Writer uses a variety of well-crafted sentences that establish relationships between and among ideas. _____

Conventions

- Sentence structure is appropriate and correct. _____
- Writer demonstrates standard and appropriate usage of verbs, pronouns, and other words. _____
- Writer uses correct punctuation, capitalization, and spelling. _____

Comments:

Grade _____

Final

Connections

Social Studies

Grade 4

Objective 7.02: Analyze the effect of technology on North Carolina's citizens, past and present.

Activity 7

Lesson 1—Drawing the Future

1. Read the story *Common Ground, The Water, Earth and Air We Share* by Molly Bang. Discuss the changes in the environment.
2. Look at paintings from different periods and discuss similarities and differences. (See attached pictures in the two presentations.) The Robert Adams [photographs](#) show how human activity has transformed the American landscapes. The Art From Yesterday to Today [presentation](#) compares and contrasts artwork showing different landscapes by various artists. How have landscapes changed?
3. Look at photographs of the community from previous years. How has the town changed? Have students share old photographs if possible and compare them with current photographs or those taken on the walk.
4. Take an image from the observation walk (in their sketch books) and enlarge it on drawing paper making one change that could occur in the future. Review “space” with students to show horizon, small and large, and value to show what a landscape needs. Demonstrate to students how to draw different kinds of buildings (a review of perspective would be helpful). They need to focus on the background of their landscape.
5. Give each student a twelve-inch square piece of white drawing paper. Demonstrate and instruct them to fold their square on the diagonal corner to corner twice to create an ‘X’ through the square. Demonstrate and instruct students to turn their paper like a diamond. The top two sections will be the background image from their observation and imagination (not too futuristic).
6. When students have their drawings finished, let them color their pictures with the materials available. Of the bottom two sections on the diamond, one needs to be left white and one can be colored for the ground.
7. Have students write their names on the backs of their drawings and save for the next class.

Lesson 2—Creating a Habitat

1. Read the story *Where Once There Was a Wood* by Denise Fleming. Compare this to the last story. Discuss how environmental changes affect animal wildlife. Create a list of what kinds of wildlife live in the environment you observed in the

- previous lesson. Review “foreground” and “background” with students. What is in the background behind the animals in the habitat illustrations?
2. Look at animal shapes in books, posters and resources if possible to review the body shapes of those animals observed on the walk in the previous lesson.
 3. Demonstrate how to create a small animal out of modeling clay that would live in the environment. I purchase different natural colors of modeling clay for students to use, but other kinds of clay can be used. Modeling clay is great for instant satisfaction since it does not have to be fired in the kiln.
 4. Review or introduce the concept of three dimensional art since they will be creating a three dimensional animal and making their landscape three-dimensional. Demonstrate and instruct students to cut on the fold between the white section and ground section of their diamond. Students should cut from the edge of the diamond to the intersection in the middle. Students overlap the ground section on top of the white section and glue it with a glue stick. This should create an open three-sided pyramid. Students need to complete their coloring before doing this step if they did not finish in the last class. This will be the background for their animals.
 5. Students can now create an animal for their landscape and add various aspects of their habitats with the extra paper. For instance, to add a bush in the habitat, the student could color and cut out a bush out of scrap paper (recycling) and then fold the bottom of the bush to create a tab. Put some glue on the tab and glue it into the habitat ground, creating some foreground.
 6. When students complete their habitat landscape, they put their clay animal into the picture (now three dimensional) for display.

Post Activity:

Create a city collage in the style of Romare Bearden (a North Carolina Artist from the Art From Yesterday to Today presentation) using the geometric shapes of a city.

<http://www.learnnc.org/lessons/LisanMitchell2112003049>

Author: Lisa Mitchell

