

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: 4
Unit Title: United States and Tribal Government	Trimester: 1 (12) 25 minute lessons / (6) 55 minute lessons

Unit Summary: Students will review the organization of the United States government and learn about the governmental organization and services of Native American sovereign nations. They will identify the roles and responsibilities of elected and appointed leaders in the United States and sovereign nations and compare the two different forms of government. Students will learn about the issue with the Lake Mille Lacs walleye population and how the Mille Lacs Band of the Ojibwe and the State of Minnesota addressed this issue. They will explain how citizens might provide input to solve a community problem.

Program Understandings or Big Ideas:

VI. POWER, AUTHORITY & GOVERNANCE *SWUT structures of government gain and exert authority over people and resources in positive and negative ways.*

Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer			
<p><u>MN Academic Standards in Social Studies:</u></p> <p>CITIZENSHIP/GOVERNMENT 4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. <i>For Example: Ways people take action--write a letter; make phone calls, create an advertisement or web page, attend a meeting.</i></p> <p>4.1.4.6.1 Describe a tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>For example: Services provided by tribal governments-- schools, hunting and fishing regulations.</i></p> <p>4.1.4.6.2 Identify the major roles and responsibilities of the elected and appointed leaders in</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i> describe the differences and similarities between tribal governments and the government of the United States and the services provided by each government.</p>			
	<p>Meaning Making</p>			
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">UNDERSTANDINGS</th> <th style="text-align: center;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Student will understand that...</i> <i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> structures and functions of government interrelate. <p>Topical (Unit)</p> <ol style="list-style-type: none"> people consider criteria and alternatives when making decisions. citizens help solve community problems. </td> <td style="vertical-align: top;"> <p><i>Students will keep considering:</i> <i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> How do structures and functions of government relate to one another? How do the decisions people make affect the government? <p>Topical (Unit)</p> <ol style="list-style-type: none"> What can people do to influence decision-making? </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Student will understand that...</i> <i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> structures and functions of government interrelate. <p>Topical (Unit)</p> <ol style="list-style-type: none"> people consider criteria and alternatives when making decisions. citizens help solve community problems.
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<p><i>Student will understand that...</i> <i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> structures and functions of government interrelate. <p>Topical (Unit)</p> <ol style="list-style-type: none"> people consider criteria and alternatives when making decisions. citizens help solve community problems. 	<p><i>Students will keep considering:</i> <i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> How do structures and functions of government relate to one another? How do the decisions people make affect the government? <p>Topical (Unit)</p> <ol style="list-style-type: none"> What can people do to influence decision-making? 			

the community, state and nation; name some current leaders who function in these roles and how they are selected.
For example: Mayor, city council member, state senator, governor.

3. governments address issues important to the citizens.
4. different government leaders have different responsibilities.
5. governments provide services that support the needs of the citizens.
6. different countries have different forms of government.

2. How do various governments address issues?
3. Who are our government leaders and what are their roles and responsibilities?
4. How do governments support their citizens?
5. How is the United States government similar and different from tribal governments?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

- ways people can influence decisions.
- titles of government leaders: mayor, city council, senator, governor.
- major roles and responsibilities of leaders such as:
 - mayor
 - senator
 - governor
 - elder
 - chief
 - chairman
 - council
- services of a tribal government.

Students will be able to...

What discrete skills and processes should students be able to use?

- identify community problems.
- describe how people take action to influence a decision on a specific issue.
- explain how local, state, national or tribal governments address a specific issue.
- describe tribal governments and some of the services they provide.
- distinguish between United States and tribal forms of government.
- identify the major roles and responsibilities of elected and appointed leaders in a community.
- name some current leaders who function in the community, state, and nation.

- the branches of the United States government.

Essential Vocabulary:

- cabinet
- checks and balances
- Congress
- elder
- executive
- justice
- judicial
- legislative
- representative
- reservation
- senator
- sovereign nation
- Supreme Court
- tribal government
- veto

To view all vocabulary words for grade 4 social studies, see “Grade 4 Social Studies Vocabulary” (pink document in front of binder.)

To access the “Grade 4 Social Studies Vocabulary Cards,” google link here [Link to Vocabulary Cards](#)

Common misunderstanding(s):

- Only government leaders can solve problems.
- There is only one government in the United States.
- All sovereign nations have the same forms of government.
- All sovereign nations call their leader a ‘chief’.

- There is one solution to a problem that satisfies everyone.
- An elder is an older person.