

CHAPTER V

GRADE FOUR

A. The Nine-Year-old and the Social Studies Program

No single child will conform in all respects to the picture outlined here. The description is provided as a general guide to the characteristics and needs of a nine-year-old in the Social Studies Program in our schools, and to illustrate the cyclical and upward thrust of child growth and development with its periods of outwardness and activity and of inwardness and quiet. Certainly every child has a unique pattern of growth but that pattern is a variant of a basic ground plan. The concept of growth, as an unbroken sequence is important to the teacher as he or she recognizes the value of understanding what has happened to the child in the previous stages of development, what is happening now, and what potentials for learning achievement will arise in the next stage.

There is no sharp separation between the characteristics of eight-year-olds and nine-year-olds but rather an increase in the maturity and refinement of behaviors exhibited earlier. The rate of growth and learning is increasing. Physically, nine-year-olds like games requiring skill and muscular control, are more skillful in motor performances than are eight-year-olds and they like to display that skill. Nine-year-olds have ideas and interests of their own and are growing rapidly in concept development, language skills, and problem solving ability. They are social creatures, less absorbed in themselves and their own problems. They are loyal and cooperative, and seek the approval of teachers and peers. Nines have a new self-confidence in themselves and are inner-directed and self-motivated. They are grow-

ing towards independence, although they depend upon suggestions from the teacher and the adults in their environment.

Nine-year-olds are ready for studies of different cultures which should be selected carefully and taught without pressure or haste in the light of previous social studies learnings. Growth in quantitative understanding makes it possible for nine-year-olds to grasp concepts of time, distance, direction and location on maps and globes more clearly than in the Primary Grades. Nines are intrigued by learning, are challenged by a task, and they can carry through planned projects in social studies with teacher reassurance and teacher and peer help. The tendency in nine-year-olds to want to maintain individuality as well as to become accepted group members has possibilities for social studies experiences that strengthen individual resources and self-satisfactions, and at the same time promote group learnings, habits of friendliness, and understanding of interpersonal and intergroup relations. As children develop social skills through interacting with others in work and in play, they develop a moral code as a result of environmental circumstances and situations. Nine-year-olds should be given opportunities to read, listen, discuss, question, share, write, plan, dramatize, create, and construct within the development of each Social Studies theme.

B. Objectives of the Grade Four Social Studies Program

The theme and areas of emphasis for Social Studies in Grade Four as explored in The Master Guide are:

Communities In Canada and The World. Areas of emphasis include: ways to study a community; institutions in one's own community and how they meet people's needs; cross-cultural studies of other communities to extend the concept of community living; communities sampled for study will be selected for contrast and comparison with one's own community. Examples: An Eskimo community in Canada's north or an Indian community in Labrador, a commune in China, an island community in the Pacific, a fishing community in Norway, a farming community in Quebec, the Ottawa community, etc.

Expected Outcomes. The development of insights into the way people live in communities in other lands; what characterizes their way of life, what similarities and differences exist in ways of living in the selected communities and in one's own community; the interdependence of peoples; an appreciation of one's own community as a dynamic social reality; and the growing awareness of oneself as a Newfoundlander and Labradorian and Canadian citizen.

A balance of learning experiences within a theme can be provided for by focusing general objectives on each area of the social studies - knowledge, values, and skills. General objectives tell what the theme is to accomplish and lead to more specific instructional objectives conceived in terms of learning behaviour. General objectives also outline the manner in which pupil accomplishment of the objectives will be evaluated.

The Grade Four teacher should adapt the outline of objectives presented below to the ability, maturity, and experiential background of pupils.

THEME: COMMUNITIES IN CANADA AND THE WORLD

MAJOR UNDERSTANDINGS, VALUES
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Major Understandings

The role of the individual, family, school and church in the community.

Concepts of time, place, distance, and sequence of events.

The nature of democracy, including knowledge of the democratic process.

Individuals differ from one another in personal values, attitudes, personalities, and roles but, at the same time, the members of a group possess certain common values and characteristics.

The effect of geographic conditions on ways of living.

Environment affects people's ways of living, and people in turn, modify and change the environment.

Knowledge Objectives

Area of Emphasis

One's own community and other world communities, dynamic, social and economic units, with similar basic needs and similar and different ways of meeting them according to environment, technology, and cultural constraints, interdependent, growing, changing.

Specifics

Children will know

ways to study communities

physical features - location, size, landmarks, climate, natural resources.

people in the community - varieties of people, their values, and religious beliefs; their need for food, clothing, and shelter; their homes, dress, and occupations; their dependence upon communication and transportation for contact with other communities.

government and institutions - that communities have rules and laws to live by; that institutions provide for the educational, health, recreational and spiritual needs; that democratic communities promote participative citizenship.

the past - that communities usually have a long history with important people and events that are remembered, with traditions and customs

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

The history of a community has a definite bearing on the culture, traditions, beliefs, attitudes and ways of living of its people.

Conservation and utilization of natural resources.

Community life in Newfoundland, Canada, and selected parts of the world.

The basic needs of people are the same in all world communities.

Interdependence is a constant and important factor in human relations everywhere.

Public issues affecting the local community.

Rights and duties of citizenship.

The role of government in human affairs.

that will not die; that communities are constantly changing

the present - elements of change, of environmental, population, occupation, and values problems; of how communities try to resolve their problems.

the future - that communities will continue to change; that some communities are more receptive to change than others; that some communities will slow down, stop, or merge with others; that some communities will grow quickly; that change comes because of new needs, new jobs, technology, and planned and nature changes.

*(These are broad and comprehensive topics, that need to be applied to world communities. In Grade IV, however, they should be developed simply and in human interest ways as a minimum of 8 or a maximum of 12 specific communities in representative regions of the world are studied (1) to spot similarities and differences in ways of living in the selected world communities and in one's own community in Newfoundland and Labrador, and (2) to learn that people everywhere satisfy their basic needs and solve their problems within the context of their historical and cultural backgrounds as well as in interaction with their natural environment and by their dependence upon other communities of peoples.

MAJOR UNDERSTANDINGS, VALUES AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

The quality of life in Canada and in other selected world communities.

Culture is socially learned. It consists of the knowledge, values, and skills which are developed in human groups and which serve as the established rules of group life.

Recognition of, and adjustment to societal and cultural change.

The representative communities are listed below:

1. an Indian community in Labrador
or
an Eskimo community in Canada's north
2. Edmonton, a northern community in Canada
or
Our nation's capital - the Ottawa community
3. a fishing community in Norway
4. a Chinese commune community
5. Hawaii, an island community in the Pacific
6. a city community in Japan
7. a village community in India
8. a farming community in Quebec
9. a Middle East community in Iran
10. a village community in Ecuador
11. a mountain community in Central or South America
12. a community of pupil-teacher preference.

Values, Appreciations and Attitudes

Values, Appreciations and Attitudes

Empathy
Sharing
Industry
Honesty
Truth
Loyalty

Social studies confronts questions rooted in attitudes and values. As Grade IV children become involved in a study of representative world communities and acquire a deeper knowledge and understanding of their own Canadian Communities, they can develop an appreciation of the contributions of various cultures of peoples attitudes or respect for the people of other world communities

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Trust

positive attitudes toward themselves

Justice

respect for the values and religious beliefs of others, for differences in lifestyles as reflected in living conditions, ways of dress, social habits, and sex roles

Respect for self

Respect for others

Self-discipline

an appreciation of the global interdependence of peoples

Respect and appreciation for community officials, helpers, etc.

a pride in the freedom which their community experiences and deep faith in their future

Personal responsibility of community members

an appreciation of the importance of citizenship cooperation and participation

Concern for the welfare of others

the desirable values of empathy, justice, loyalty, cooperation, work, self-control, and the joy of living in world peace.

Citizenship cooperation

Responsibility to government

Faith in Newfoundland and Labrador's future.

Skills

Skills

Skills are processes or ways of doing. To deal effectively with social studies, content calls for a variety of skills. In Grade Four, emphasis is placed on

Language and Thinking Skills

listening for a purpose, observing, reporting orally and in writing, reading, dramatizing, role-playing, critical and creative thinking, problem solving.

Information Gathering (study skills and work habits)

locating and gathering information wherever possible, interpreting, organizing, outlining, summarizing, appraising, recording.

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Social Skills

working as members of a group in leadership and followship roles for the achievement of a common purpose; making decisions; carrying out plans; respecting the rights of others; growing in sensitivity to others.

Temporal Skills

relate the past to the present; envision the future, interpret sequence of events; see cause and effect relationships; understand and construct time lines; realize that change occurs in communities over periods of time; acquire a wider vocabulary of time concepts, e.g., century, future, decade.

Map and Globe Skills

review the map and globe skills of Grade Three and begin to understand the purposes of maps; the globe is the only true map; interpretation of more complex map symbols, diagrams and charts; use maps to develop an understanding of the various travel routes of the world, e.g., how can one get to Ottawa, Iran, or Hawaii from one's own community in Newfoundland and Labrador; identify poles, equator, and hemispheres on the globe; relationships between earth's rotation and day and night; cause of seasonal changes and the northern and southern hemispheres have different seasons; use directions northeast, northwest, southeast, and southwest; have concepts of, and a vocabulary for, landforms and waterforms, e.g., continent, ocean, gulf, volcano, strait, peninsula, isthmus, fiord, etc.

C. Suggested Learning Activities

Learning activities cannot be listed as isolated experiences. They are planned as means of learning to foster the knowledge, values, and skills objectives which are being developed within a lesson or unit of study.

Learning activities in Grade Four are of significance

when they provide opportunities for children to gain deeper and more accurate understanding of the communities which they are studying

when they build sound attitudes toward people in differing world cultures

when they help children develop increased understanding of democratic values and traditions in their own culture

when they provide situations for children to learn how to solve problems through critical, constructive, and creative thinking

when they help children to learn to accept the fact that the world in which we live is changing rapidly and that the change can be directed and controlled as people work together cooperatively

when they help children learn essential social studies skills such as interpreting maps and globes, and developing a sense of space, time, and chronology.

Learning activities should always develop reasoning in children. Each activity can be given the instructional emphasis required at the time - cognitive, affective, or psychomotor - but it is to be remembered that thinking, valuing, and doing are not separate ways of knowing. Teachers will want to design and select activities conditioned by the nature and needs of the children in their classes as well as by the social studies objectives

to be achieved. The following are samples of learning activities that can be used in Social Studies classes in Grade Four.

Think, Value, and Do

Prepare a list of new terms used in your trip around the world in Grade Four Social Studies.

Learn to name and write the continents and oceans of the world. Locate each of these quickly on the globe or map of the world.

Make a frieze of pictures of communities studied showing scenes in different kinds of climate.

Have class groups initiate and continue correspondence with school children in Ottawa, Edmonton, and Hawaii.

Make a list of the many occupations of people in the different world communities studied in Grade Four. Compare these with the occupations of people in your community.

As far as possible, see films and obtain pictures of the world communities to be studied. Contrast with your own community the climate, the kinds of homes, the food, methods of transportation, schooling, and recreation.

Report on current events related to places studied. Remember to include your own community.

Give simple explanation of day and night by demonstrations with the globe.

Which of the world communities studied are similar to your community? How are they similar? Which of the world communities are different? How are they different? In which world community would you like to live? Why? Over a period of 2 - 3 weeks make a scrapbook of pictures and notes on your favourite community.

Invite to the classroom someone who has travelled in one of the world communities which you are studying. Have the visitor show pictures and tell of his/her experiences in that community.

Arrange a bulletin board of pictures and clippings which emphasize concern for others, cooperativeness, open-mindedness, or other categories of desired behaviour.

Food customs vary considerably in the communities you will study in Grade Four. Choose three communities and tell of foods found there and of the food customs that prevail in families.

How did the Eskimos in Canada's north make use of their surroundings before the white people came. Use these headings to record your answer: food, clothing, shelter, tools, education, art forms, ways of earning a living, ways of having fun. How do Eskimos in Canada's north live today?

Make choice of a natural resource in one world community and in our own province for a unit study.

A major activity promoted in the Grade Four classroom should give the children a recognition of the shrinking of distances in our world, therefore, units on transportation and communication should not be neglected.

There are many types of houses. The type that people build depends partly on the climate and the material they find around them. Read, view films, write, and make oral presentations about houses in four of the world communities studied. Include your own community.

Arrange for a "Community Life in the Past" day. Have children bring antique items to school and/or pictures of antique items to set up a classroom display or museum for a day. Have a senior citizen of the community visit the classroom to show photos of life in the past and to describe community living as it was when he/she was young - the clothes worn, hairstyles, games played, the way school was conducted, etc.

D. Pupil Evaluation

Pupil evaluation in the Grade Four Social Studies Program has, as its basis, the knowledge, values, and skills objectives of the program. When the Grade Four teacher has a clear understanding of the program's objectives, she or he makes use of a variety of evaluative techniques - observation, listening, talking to pupils in and out of the classroom, oral quizzes, group discussions, interviews, written tests, checklists, print and art expressions, samples of work gathered through the term, etc. - to ascertain each child's growth in three areas: (1) the expansion and depth of knowledge; (2) their changed behaviour in the area of values, attitudes, and appreciations, and (3) the development of skills in thinking, language, information gathering, social living and group processes, problem solving, and handling the tools of the social studies. The teacher is the judge of the techniques best suited for each activity. (See Chapter VIII for practical points for teachers on evaluation).