**Grade 4 Social Studies Assignment**

**This assignment is *strongly* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [Grade 4 Assignment Review Protocol.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_SAL_Assignment_Review_Protocol.pdf)

**Overview:**

Students will investigate the impact of forced migration in early Colonial America by examining a variety of sources about enslaved Africans and the actions they took to resist. In this assignment, students engage with the *KAS for Social Studies* to build knowledge that will enable them to construct an argument to answer the compelling question: “Why do people resist oppression even at great personal risk?” In these investigations, students build knowledge to answer the compelling question by investigating the supporting question, “How did enslaved Africans resist?”

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| **Compelling Question:** “Why do people resist oppression even at great personal risk?” |

*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

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| **Supporting Question:** “How did enslaved Africans resist?” |

***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* 4.I.Q.1 Ask compelling questions about migration and settlement.
* 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
* 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.
* 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
* 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.
* 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.
* 4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.

**Literary Text:**

* Winter, J. (2008). *Follow the Drinking Gourd*. New York: Knopf.

**Sources:**

* George Washington’s Mount Vernon. (n.d.). *Resistance and Punishment.* [https://www.mountvernon.org/george-washington/slavery/resistance-and-punishment](https://www.mountvernon.org/george-washington/slavery/resistance-and-punishment/).
* National Humanities Center Resource Toolbox.  (2009).  *The Making of African American Identity” Vol I, 1500-1865.*  <http://nationalhumanitiescenter.org/pds/maai/enslavement/text8/virginiarunawayads.pdf>
* PBS Learning Media. (2013). *Hutchinson’s Rebellion.* <https://ket.pbslearningmedia.org/resource/mr13.socst.us.hutchinson/hutchinsons-rebellion/>.
* Smithsonian.  (2016).  *The New York Slave Revolt of 1712 was a Bloody Prelude to Decades of Hardship.*  <https://www.smithsonianmag.com/smart-news/new-york-slave-revolt-1712-was-bloody-prelude-decades-hardship-180958665/>.

**Task Aligned to the Supporting Question:**

| Using examples of conflict and collaboration and your knowledge of migration and settlement, develop a claim with evidence to answer the following question: “How did enslaved Africans resist?” Integrate evidence from two or more sources in your response. |
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**Task Aligned to the Compelling Question:**

| Construct an explanation to answer the following question: “Why do people resist oppression at great personal risk?” Be sure to examine the causes and effects of resistance, which impacted and/or resulted as an effect of migration and settlement, using reasoning and relevant information from two or more sources. |
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