

## Correlation of Wisconsin Model Academic Standards in Fourth Grade Social Studies to Terrace Town and the Box City Curriculum

Standards	Corresponding Box City Pages	Learning and Activities
<b>Geography</b>		
A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.	Field Study "Finds," 31 Does Your City Work for You?, 40 Sustainable Development, 69 Learning from the Past, 70 City Plan: The New "Old" Town, 72-73 Our City, Our Children, 74 City Planning Principles, 77 The Pieces of the Streetscape, 96 Boomtown, 97-98 Structure Type and Design, 111 Building Assignment, 112-113 The Perfect House, 123	<ul style="list-style-type: none"> <li>• Use a Wisconsin/U.S. map to note the location of large cities and the corresponding geographic features.</li> <li>• Compare/contrast land use in different regions of the U.S.</li> <li>• Provide examples of different types of houses made from a variety of materials, matched to their geographic location. Discuss natural resources available, space for buildings, climate.</li> <li>• Enjoy a neighborhood walk to gather data about building materials and designs near your school.</li> <li>• <b>Resources:</b> Children Around the World; What is a Park?; Why People Move; Where Do You Live? (Rand McNally kits at MMSD Doyle Library)</li> </ul>
A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.	Does Your City Work for You?, 40 Understanding the Plan, 42 Cognitive Mapping, 89 Mapping the Special Places, 91-92 Understanding Land Usage, 95 Abbreviated instruction for Leaders, 128	<ul style="list-style-type: none"> <li>• Use a Madison map to note the overall city design.</li> <li>• Find Madison on a U.S. map and discuss how its location impacts its climate.</li> <li>• <b>Resources:</b> Coast to Coast (Rand McNally kit at MMSD Doyle Library); Exploring Where &amp; Why (Nystrom map kits at Gr. K-5 at MMSD Doyle Library)</li> </ul>
A.4.8 Identify major changes in the local communities that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.	City without a Plan: Sprawl, 62 Transportation Infrastructure, 65-66 Geoblock Activity, 99-100 Preservation Issues, 107 Recycling Old Buildings, 116	<ul style="list-style-type: none"> <li>• Compare photos of historic and contemporary Madison locations.</li> <li>• Use a Madison map to note the location of the West Beltline, West Town/East Town malls, UW-Madison, the Capitol, and discuss reasons for their locations.</li> <li>• Note changes in your school, streets, and buildings in your neighborhood over time.</li> <li>• <b>Resources:</b> Going to the City; Cities Then and Now (Rand McNally kits at MMSD Doyle Library)</li> </ul>
A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating.	Sustainable Development, 69 What is Box City/Eco City?, 71	<ul style="list-style-type: none"> <li>• Provide visuals of early woodstoves, fireplaces to heat homes, smokestacks from factories, landfills, compared to visuals illustrating solar panels, wind turbines, recycling centers.</li> </ul>

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<b>History</b>		
B.4.1 Identify and examine various sources of information that are used for constructing and understanding the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs and charts.	The Organic Plan: Hopi Pueblo, 49 City Plan: The Greek City, 50-52 City Plan: The Roman City, 53-55 The Gridiron Plan: Philadelphia, 56 The Park Square Plan: Savannah, 57 The Radial Plan: Washington, DC, 58 Important Buildings Questionnaire, 93	<ul style="list-style-type: none"> <li>• <b>Resources:</b> Double Take: A Rephotographic Survey of Madison, Wisconsin; Historic Photos of Madison (1860-1970); America in the Time Of... [series]; Olden Days Schools kit (at MMSD Doyle Library); Time for Kids series Maps Old and New [Gr. 2] (kit at MMSD Doyle Library)</li> <li>• A Picture Postcard History of Madison (MMSD teachers log-in with b-number): <a href="https://socialstudiesweb.madison.k12.wi.us/node/91">https://socialstudiesweb.madison.k12.wi.us/node/91</a></li> </ul>
B.4.7 Identify and describe important events and famous people in Wisconsin and U.S. history.	The Linear Plan: Broadacre City, 59 Leave the City Behind, 60 Important Buildings Questionnaire, 93	<ul style="list-style-type: none"> <li>• Construct a timeline to include important events and famous people in Madison's history. Use <i>Madison City of Four Lakes</i> textbook.</li> <li>• <b>Resources:</b> Destination Wisconsin From Exploration to Statehood; Advocates for Change (poster sets at MMSD Doyle Library); Madison: A History of the Formative Years (teacher reference book at MMSD Doyle Library)</li> </ul>
B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.	Inspect a Building, 36 Why did Romans like Concrete?, 55 The Linear Plan: Broadacre City, 59 Leave the City Behind, 60 City Plan: Edge City, 61 Transportation Infrastructure, 65 The Automobile, 66 Sustainable Development, 69 What is Box City/Eco City?, 71	<ul style="list-style-type: none"> <li>• Provide visuals of early woodstoves, fireplaces to heat homes, smokestacks from factories, landfills, compared to visuals illustrating solar panels, wind turbines, recycling centers.</li> <li>• <b>Resources:</b> Using Nature's Gifts (Rand McNally kit at MMSD Doyle Library); Time for Kids series Working Together to Save Our Planet [Gr. 2]; Time for Kids series Transportation: Yesterday and Today [Gr. 3] (kits at MMSD Doyle Library)</li> </ul>
B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.	The Organic Plan: Hopi Pueblo, 49 City Plan: The Greek City, 50-52 City Plan: The Roman City, 53-55 Creating the Design Guidelines, 86 Informed Consent, 102-104 Role Playing, 105-106	<ul style="list-style-type: none"> <li>• Explain the role of the City/Common Council in making decisions related to land use. Consult Chapter 5 in <i>Madison City of Four Lakes</i> textbook.</li> <li>• Explore various organizations within the city that enhance civic life (ex. Boys &amp; Girls Club, Urban League, Centro Hispano, etc.)</li> </ul>

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<b>Political Science and Citizenship</b>		
C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity.	Where Does Responsibility Begin?, 38	<ul style="list-style-type: none"> <li>• Generate ideas about individual responsibilities as a member of a community. What can kids do?</li> <li>• <b>Resources:</b> Time for Kids series Building a Better Community [Gr. 2] (kit at MMSD Doyle Library)</li> </ul>
C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.	Discussing Built Environment Issues, 37 Building Restrictions, 45-46 Informed Consent, 102-103	<ul style="list-style-type: none"> <li>• Use a graphic organizer to compare how rules are determined at home, school, and in a community.</li> <li>• Why do we have rules? Introduce a simple game, but leave out an important rule, to promote discussion.</li> <li>• Have students work in small groups to role play behaviors that promote or hinder cooperation.</li> </ul>
C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.	Where Does Responsibility Begin?, 38 Federal Policies, 79-80 The Decision Making Process, 81 Who Makes the Rules, 82 Mayors Speak Out, 83 How Does Your Mayor Talk?, 84 How Things Work, 101	<ul style="list-style-type: none"> <li>• Generate a list of ways citizens can show they care about their community.</li> <li>• <b>Resources:</b> Our Government (Rand McNally kit at MMSD Doyle Library); Time for Kids series New England Town Hall Meeting [Gr. 3] (kit at MMSD Doyle Library)</li> </ul>

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<b>Economics</b>		
D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.	The Superstore Dialogue, 63 Bargain Shopping Is it really a bargain?, 64	<ul style="list-style-type: none"> <li>• Investigate local goods that are shipped to other parts of the world (ex. Wisconsin cheese, cranberries).</li> <li>• Investigate local businesses that provide services/information to other parts of the world (EPIC, UW-Madison research, Ray-O-Vac, Oscar Mayer, biotech companies in Fitchburg).</li> <li>• <b>Resources:</b> How Goods are Moved (Rand McNally kit at MMSD Doyle Library)</li> </ul>
D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the U.S. and the world.	The Superstore Dialogue, 63 Bargain Shopping Is it really a bargain?, 64 Take a Bus? Forget It! 67-68	<ul style="list-style-type: none"> <li>• Develop lists related to students needs v. wants.</li> <li>• Provide data about how recycling saves natural resources.</li> <li>• <b>Resources:</b> The Kids' Money Book: Earning, Saving, Spending, Investing, Donating by J. McGillian (book at Madison Public Library)</li> </ul>

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<b>Behavioral Science</b>		
E.4.5 Identify and describe institutions and describe their contributions to the well-being of the community, state, nation, and global society.	Field Study "Finds," 31 Reading the Streets, 88	<ul style="list-style-type: none"> <li>• Use a T-chart organizer to generate a list of community institutions and how they help people (hospitals, public schools/colleges, government, media, religious organizations, sports/music events).</li> </ul>
E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.	Creating the Design Guidelines, 85-86	<ul style="list-style-type: none"> <li>• Brainstorm an everyday event (example: walking to school) and identify the laws and rules that you observe people use along the way.</li> <li>• Role play examples of peer pressure and how to respond.</li> </ul>