

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 |
|---|--|--|
| Geography | | |
| <p>SS Geog2.a.3 Categorize the populations of people living in their state and country.</p> <p>Compare and contrast types of communities (i.e., rural, suburban, urban or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).</p> | <p>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</p> | <ul style="list-style-type: none"> • Use a Wisconsin/U.S. map to note the location of large cities and the corresponding geographic features. • Compare/contrast land use in different regions of the U.S. • 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. • Enjoy a neighborhood walk to gather data about building materials and designs near your school. • Resources: Children Around the World; What is a Park?; Why People Move; Where Do You Live? (Rand McNally kits at MMSD Doyle Library) |
| <p>SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical and human.</p> <p>Identify and construct regions in Wisconsin and the United States.</p> | <p>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</p> | <ul style="list-style-type: none"> • Use a Madison map to note the overall city design. • Find Madison on a U.S. map and discuss how its location impacts its climate. • Resources: Coast to Coast (Rand McNally kit at MMSD Doyle Library); Exploring Where & Why (Nystrom map kits at Gr. K-5 at MMSD Doyle Library) |
| <p>SS.Geog4.a.4 Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.</p> | <p>City without a Plan: Sprawl, 62 Transportation Infrastructure, 65-66 Geoblock Activity, 99-100 Preservation Issues, 107 Recycling Old Buildings, 116</p> | <ul style="list-style-type: none"> • 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. • Resources: Going to the City; Cities Then and Now (Rand McNally kits at MMSD Doyle Library) |
| <p>SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources.</p> | <p>Sustainable Development, 69 What is Box City/Eco City?, 71</p> | <ul style="list-style-type: none"> • Provide visuals of early woodstoves, fireplaces to heat homes, smokestacks from factories, landfills, compared to visuals illustrating solar panels, wind turbines, recycling centers. |

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| History | | |
| SS.Hist4 Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view. | 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"> • Compare photos of historic and contemporary Madison locations. • Resources: 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) • A Picture Postcard History of Madison (MMSD teachers log-in with b-number): https://socialstudiesweb.madison.k12.wi.us/node/91 |
| SS.Hist3 Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. | The Linear Plan: Broadacre City, 59 Leave the City Behind, 60 Important Buildings Questionnaire, 93 | <ul style="list-style-type: none"> • Note changes in your school, streets, and buildings in your neighborhood over time. • Construct a timeline to include important events and people in Madison's history. Use <i>Madison City of Four Lakes</i> textbook. • Resources: 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) |

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| Economics | | |
| SS.Econ2 Analyze how decisions are made and interactions occur among individuals, households, and firms or businesses. | 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"> • Investigate local goods that are shipped to other parts of the world (ex. Wisconsin cheese, cranberries). • 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). • Develop lists related to students needs v. wants. • Resources: How Goods are Moved (Rand McNally kit at MMSD Doyle Library) • Resources: The Kids' Money Book: Earning, Saving, Spending, Investing, Donating by J. McGillian (book at Madison Public Library) |

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| Political Science and Citizenship | | |
| SS.PS2 Examine and interpret rights, privileges, and responsibilities in society. | Where Does Responsibility Begin?, 38 | <ul style="list-style-type: none"> • Generate ideas about individual responsibilities as a member of a community. What can kids do? • Resources: Time for Kids series Building a Better Community [Gr. 2] (kit at MMSD Doyle Library) |
| SS.PS3 Analyze and evaluate the powers and processes of political and civic institutions. | Discussing Built Environment Issues, 37 Building Restrictions, 45-46 Informed Consent, 102-103 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"> • Use a graphic organizer to compare how rules are determined at home, school, and in a community. • Why do we have rules? Introduce a simple game, but leave out an important rule, to promote discussion. • Brainstorm an everyday event (example: walking to school) and identify the laws and rules that you observe people use along the way. • 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. • Explore various organizations within the city that enhance civic life (ex. Boys & Girls Club, Urban League, Centro Hispano, etc.) • 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). |
| SS.PS4 Develop and employ skills for civic literacy. | 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"> • Have students work in small groups to role play behaviors that promote or hinder cooperation. • Generate a list of ways citizens can show they care about their community. • Resources: 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) |