

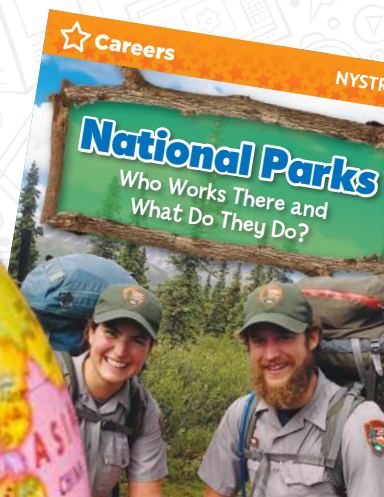
PROGRAM SAMPLER

Grade 4 Encounter

4

NYSTROM

Young Citizens

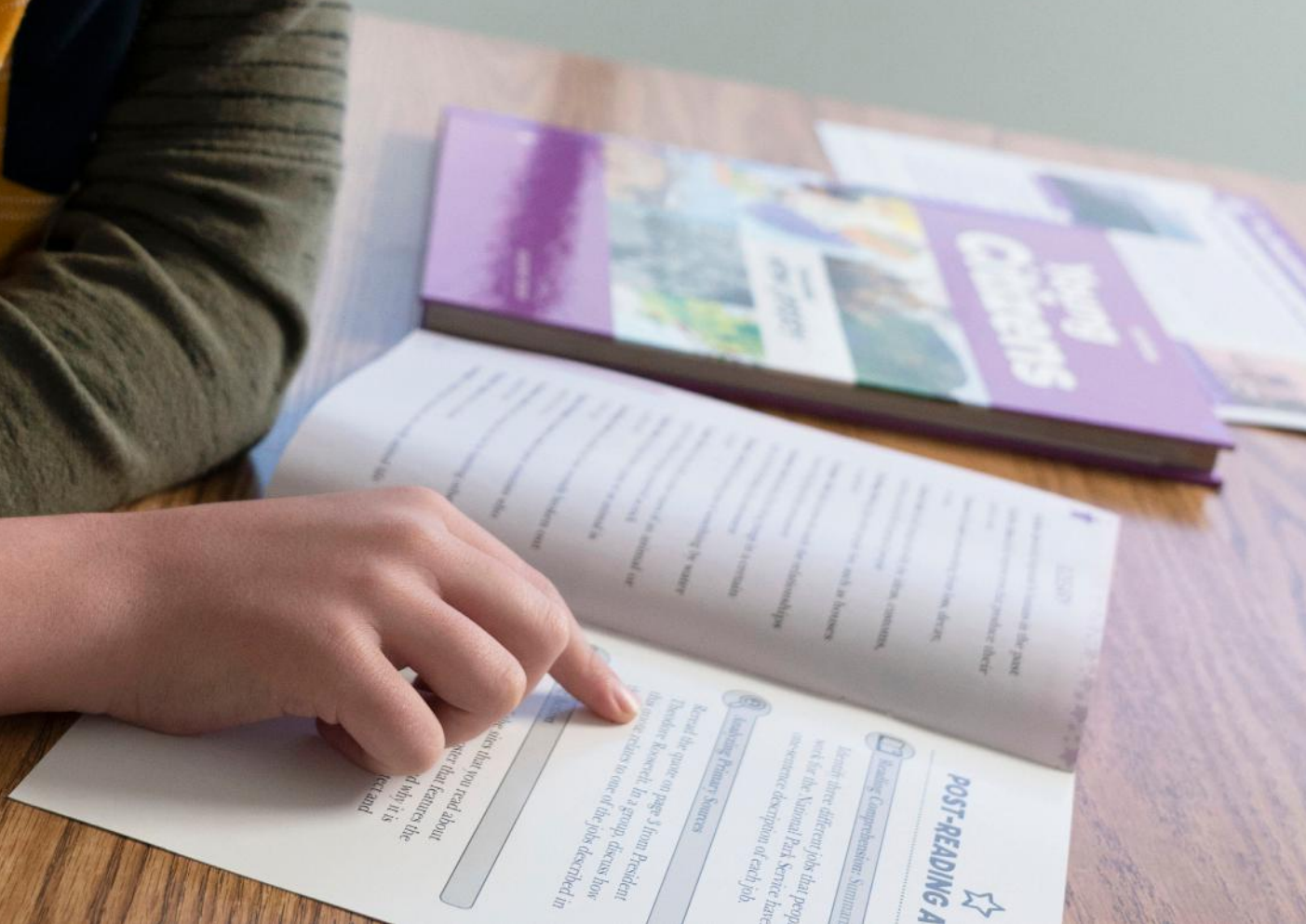




Grade 4 Sampler

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At Social Studies School Service, we have long lived by the credo of constant refinement and improvement. And I am so proud of how we've improved the widely adopted Nystrom elementary program, building on the long legacy of Nystrom's leading role in hands-on learning, to create our new Nystrom Young Citizens program.

We listened to elementary teachers from across the country and have spent several years incorporating a rich literacy component of leveled student readers, a student narrative that tackles standards with more rigor, and a highly interactive digital experience. The program (literally) draws on the activity maps and globes that form the core of our hands-on learning.

Nystrom Young Citizens is about cultivating the essential skills of citizenship that form the foundation for engagement in community, country, and the world. Each leveled reader includes an activity focused on taking informed action. The characters in the narrative come from diverse backgrounds and model how to interact in a pluralistic society.

Our company is motivated by the mission of creating teaching and learning tools that make students want to reach for new heights while immersing themselves in the learning process. We feel that engaged students lead to engaged citizens and giving our students essential citizenship skills prepares them for lifelong success.

Thanks for considering Nystrom Young Citizens!

Sincerely,

David Weiner
CEO

If you have any questions about the curriculum,
contact your state curriculum specialist or write to

access@socialstudies.com

Grade 4 Program Overview

Nystrom Young Citizens is a comprehensive, hands-on elementary curriculum designed to meet the needs of your diverse students. The multi-purpose approach supports student-led inquiry and deepens learning by placing the focus on academic rigor, literacy, hands-on activities, digital integration, and assessments for United States history. Modern students need multiple ways to interact with content while building key skills like reading, writing, critical thinking, discussion, and listening. These resources are easy-to-incorporate into any classroom and meet state standards and teacher needs.

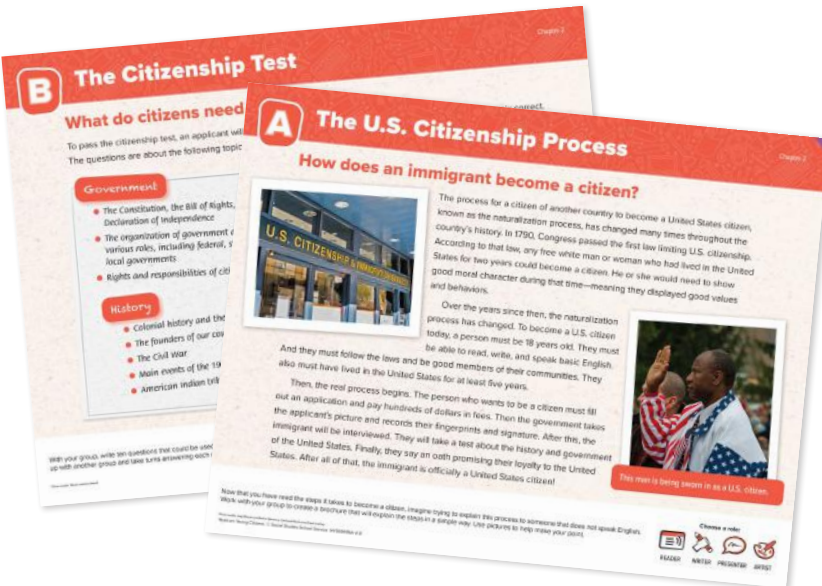
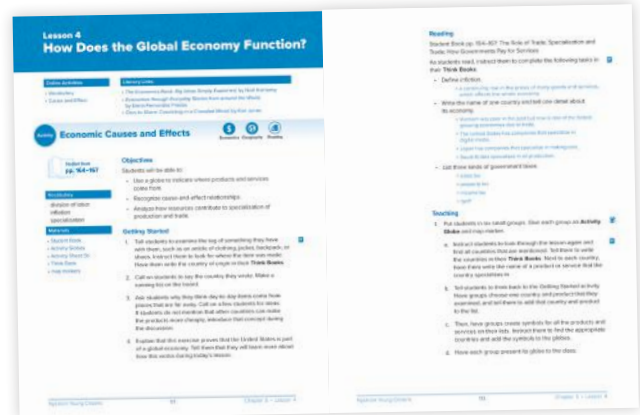


▲ STUDENT BOOK CLASS SET OF 30

Strengthen student understanding of concepts and inquiry skills with readings that incorporate primary sources and historical analysis

▼ TEACHER'S GUIDE

Make lessons straightforward and easy to prepare with clearly organized, step-by-step instructions

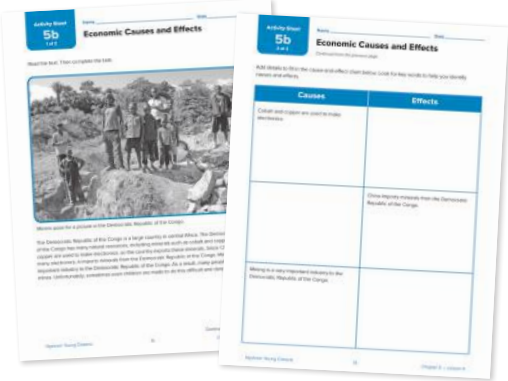


◀ GROUP ACTIVITY CARDS 30 CARDS TOTAL

Encourage collaborative learning and effective communication with six sets of cards corresponding with each chapter of the student book

▼ **STUDENT HANDOUTS**

Keep reproducibles in one convenient place. This booklet includes master copies of all letters home, worksheets, and chapter reviews



▲ **DIGITAL PLATFORM**

Give students and teachers access to content anywhere, anytime

LEVELED STUDENT READERS SET OF 8 COPIES PER LEVEL ▶

Promote literacy with six readers covering the same content at four reading levels, illustrating and expanding on topics from the student book



◀ **U.S./WORLD DESK MAP** CLASS SET OF 30

Support geography standards with a class set of markable United States and world desk maps that explore earth's physical features and align with activities in the student book

ACTIVITY GLOBE CLASS SET OF 6 ▶

Hands-on globes give students the opportunity to use wet-erase markers to explore world features through activities from the teacher's guide



Digital Platform

Set your classroom up for success with the Nystrom Young Citizens digital platform, which gives students and teachers the ability to utilize the resources at home and in school. Seamlessly integrate the print and digital materials that suit your needs.

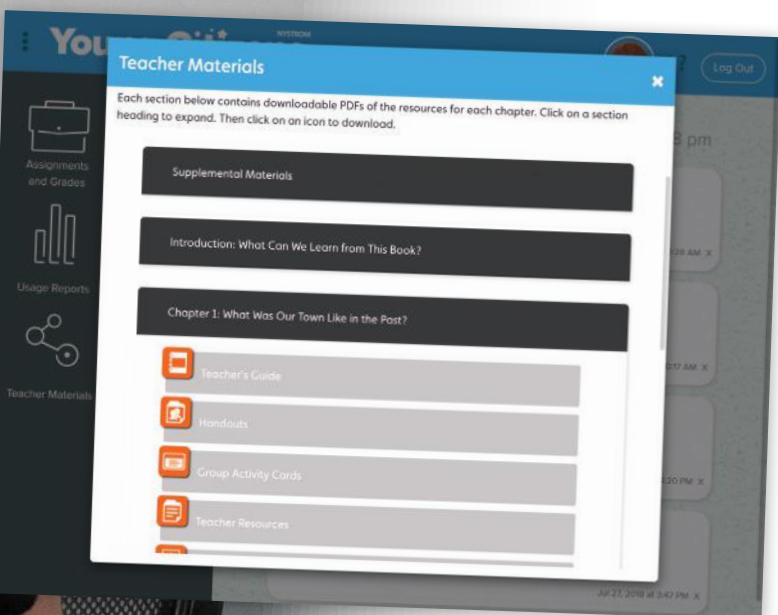




Student Materials

Rigorous and engaging digital activities

Every chapter includes accompanying activities designed to require varying levels of depth of knowledge while developing skills, covering content, and reinforcing vocabulary. Mapping activities provide students with a hands-on approach to geographic literacy. Activities are designed to be simple, yet engaging for each learning task.



Teacher Materials

Ready-to-print resources all in one place

The teacher's guide is available online, which includes printable activity sheets and tests to use in class. Lesson closures, letters home, state maps, group activity cards, supplemental resources, and graphic organizers are also available to download.



Assessments

Available digitally for every chapter

Formative assessments allow students to practice skills and reinforce concepts taught in the student book. The summative assessment, final chapter test, is available both as a downloadable print-out or a digital exam. When completed digitally, teachers can take advantage of the platform's learning management system to grade assessments and generate reports to track student process.

Leveled Student Readers

The library of non-fiction readers provides historical social studies content at four different reading levels.

Content-specific readers are an ideal way to weave reading comprehension strategies into every chapter to maximize time spent on U.S. history.

GLOSSARY

Artifacts (ahr-tuh-fakts) things made by humans in the past

Conifers (kuhn-uh-fee-uh) evergreen trees that produce their seeds in cones

Conserve (kuhn-surv) to save something from loss, decay, or waste

Cultural (kuhl-chur-uh-l) having to do with the ideas, customs, traditions, and way of life of a group of people

Dwellings (dwell-ingz) places where people live, such as houses or apartments

Ecologists (i-kah-luh-jists) scientists who study the relationships between living things and their environment

Ecosystem (eek-oh-sis-tuhm) all the living things in a certain place and their relationship to the environment

Erosion (i-roh-zhuhn) the wearing away of something by water or wind

Fossils (fah-suh-lz) bones, shells, or other traces of an animal or a plant from millions of years ago, preserved as rock

Habitat (hab-i-tat) the place where a plant or an animal is usually found

Hatchlings (hach-lingz) animals that have recently broken out of their eggs

Marine biologists (muh-reen bye-ah-luh-jists) scientists who study life in the sea

Predators (pred-uh-turz) animals that live by hunting other animals for food

Wantonly (wahn-tuhn-lee) recklessly

Zoologists (zoh-ah-luh-jists) scientists who study animal life

POST

Reading Comprehension

Identify three pieces of evidence from the text to support your one-sentence description of the text.

Analyzing Primary Sources

Reread the quote on page 10. How does this quote relate to one of the main ideas of the text?

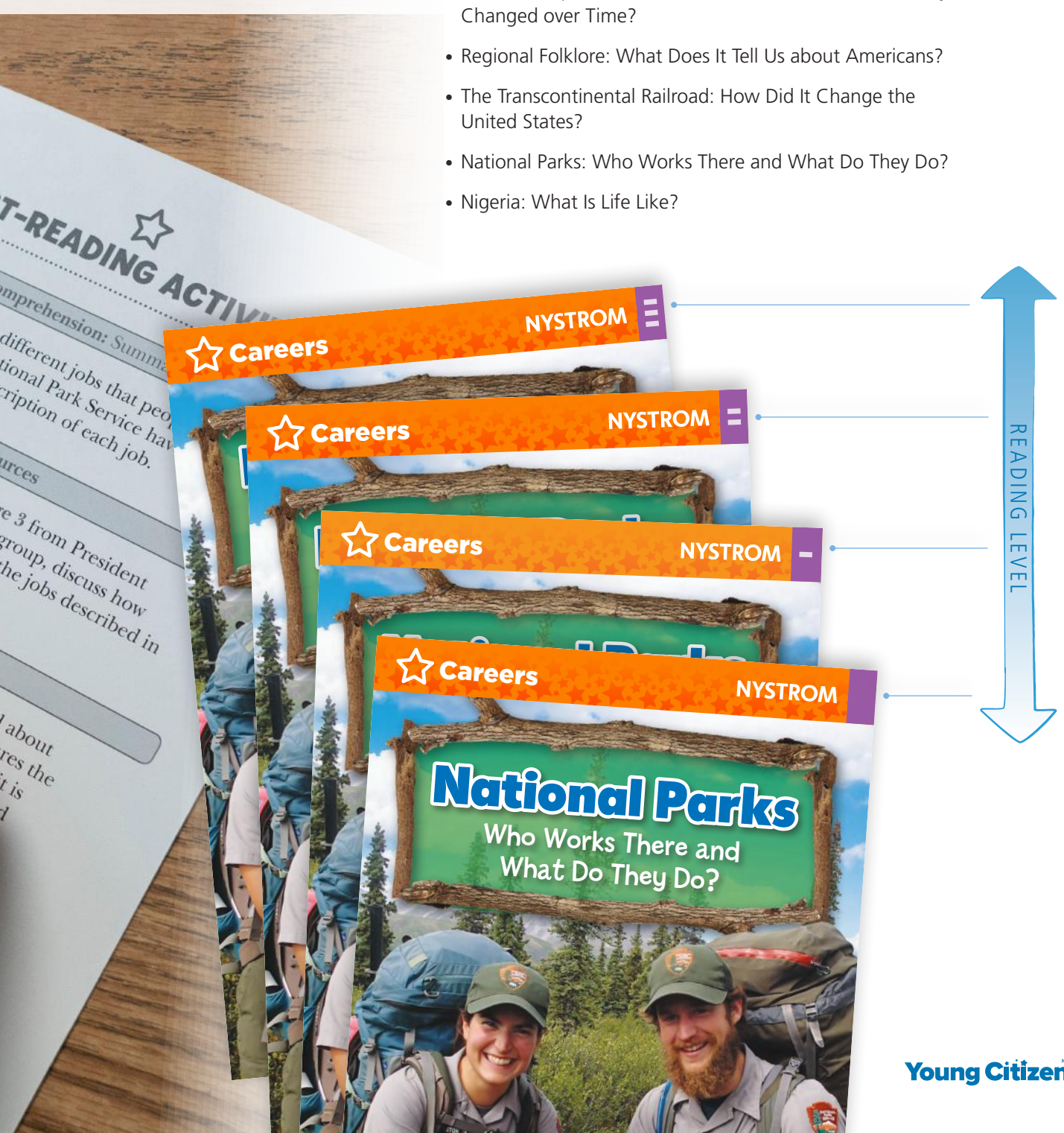
Guide students at any level to deepen literacy skills

Each reader provides skill-building activities:

- ✓ Reading comprehension
- ✓ Primary and secondary source analysis
- ✓ Discussing and communicating results

Titles:

- Ethnic Groups in American Communities: How Have They Changed over Time?
- Regional Folklore: What Does It Tell Us about Americans?
- The Transcontinental Railroad: How Did It Change the United States?
- National Parks: Who Works There and What Do They Do?
- Nigeria: What Is Life Like?





Young Citizens

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Young Citizens

Connect

Connect with us on social media:
Facebook | Twitter | Instagram
Visit our website: www.youngcitizens.org



Teacher's Guide

The following pages contain a lesson excerpted from the Nystrom Young Citizens **Grade 4** Teacher's Guide.

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NYSTROM

Young Citizens

Encounter

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Compelling Question

How Are People Connected throughout the World?

In this chapter, students will examine the world through the lenses of geography, culture, government, and economics to find things that connect people.

Time Frame: 6 Weeks

- 1 Students will recognize and utilize different mapping tools.
- 2 Students will explore how people express their cultures in different places across the globe.
- 3 Students will learn about and analyze different governmental systems throughout the world.
- 4 Students will discover economic factors that unite people from different countries and regions.
- 5 They will discuss some challenges that face our world, as well as strategies people are using to address these challenges.
- 6 Students will complete the Chapter Review, Project, and Test.

Custom Components and Activities

Every chapter comes with a Leveled Student Reader and a Group Activity Card. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Nigeria: What Is Life Like?

This Leveled Student Reader works well with lesson 3 or 5. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

Dinner Manners around the World

This Group Activity Card works well with lesson 2. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

Global Leaders

The following activity works well with lesson 4.

1. Write this question on the board: **How can individuals make a difference in their communities and the world?** Explain that students will revisit this question after learning more about what people around the world have done to make a difference.
2. Have students read pp. 168–169 of the Student Book (Global Leaders).
3. Divide the class into small groups and assign each group one of the people shown in the Biography Gallery. Ask them to do a close reading about their assigned person and highlight the following details as they read it the second time:
 - Where is the person from?
 - What cause is the person passionate about?
 - How is the person trying to make a change?
4. Ask each group to share highlighted details about their person. Discuss similarities and differences in the experiences and work of each of the people.
5. Have students return to the question on the board. Ask them to brainstorm ways they can make a difference in their communities or the world. Write some of their ideas on the board and discuss them together.

Chapter 5

Introduction



Materials

- Student Book
- Activity Globes
- Think Book

Getting Started

1. Divide the class into groups and give each group an **Activity Globe**. Explain that the globe is a representation of the earth. Ask students to create a two-column “I Notice/I Wonder” chart in their **Think Books**.
2. Have students examine the globe and write a list of things they notice and wonder about the earth in their Think Books. Model for students how to fill in the chart by drawing a chart with sample answers on the board:

I Notice	I Wonder
There is a lot of water on the earth.	If some continents are more crowded than others.

3. Give students a few minutes to work on their charts. Call on a few students to share their thoughts.
4. Use their thoughts to explain that there are many differences in countries around the world, but there are also things that connect countries and people.

Reading


Student Book p. 151: chapter introduction

As students read, have them answer the following questions in their **Think Books**:

- List three ways that countries are different around the world.
 - ≈ location
 - ≈ culture
 - ≈ language
 - ≈ traditions
 - ≈ governments
- List two ways that people are connected all over the world.
 - ≈ Countries trade goods.
 - ≈ People work together to solve problems.



Teaching

1. If needed, review the cardinal directions—north, south, east, and west—with students.
2. Have students get back into their groups from the Getting Started activity. Tell students they will play the game “I spy.” 
 - a. Explain that the game relies on one person to give clues, while others must guess the correct answer.
 - b. Explain that one student will locate a place or feature on the globe and say, “I spy _____.” The student should fill in the blank with a clue that describes it but does not give the answer. Model how to play the game by using these two examples and having students guess the answers:
 - I spy a continent that is south of Australia. (Antarctica)
 - I spy a country that is on two continents: Europe and Asia. (Russia; Turkey is also an acceptable answer)
3. Now ask each student in the group to think of an “I spy” clue using the globe. Remind them that they can use directions in their clues. Give them a few minutes to think of a clue, and then have them take turns playing “I spy” with their fellow group members.
4. **Summarizing and Assessing:**
 - a. Review by asking students what countries or features their group located during the game.
 - b. Ask students how countries on the earth might be different and how they are connected. Explain that they will learn more about these ideas in this chapter.
5. Have students clean, collect, and put away materials.

Lesson 4

How Does the Global Economy Function?

Online Activities

- Vocabulary
- Cause and Effect

Literacy Links

- *The Economics Book: Big Ideas Simply Explained*, by Niall Kishtainy
- *Economics through Everyday Stories from around the World*, by Elena Fernandez Prados
- *Ours to Share: Coexisting in a Crowded World*, by Kari Jones

Activity

Economic Causes and Effects



Economics



Geography



Reading



Vocabulary

division of labor
inflation
specialization

Materials


- Student Book
- Activity Globes
- Activity Sheet 5b
- Think Book
- map markers

Objectives

Students will be able to:

- Use a globe to indicate where products and services come from.
- Recognize cause-and-effect relationships.
- Analyze how resources contribute to specialization of production and trade.

Getting Started

1. Tell students to examine the tag of something they have with them, such as an article of clothing, jacket, backpack, or shoes. Instruct them to look for where the item was made. Have them write the country of origin in their **Think Books**. 
2. Call on students to say the country they wrote. Make a running list on the board.
3. Ask students why they think day-to-day items come from places that are far away. Call on a few students for ideas. If students do not mention that other countries can make the products more cheaply, introduce that concept during the discussion.
4. Explain that this exercise proves that the United States is part of a global economy. Tell them that they will learn more about how this works during today's lesson.

Reading

Student Book pp. 164–167: The Role of Trade; Specialization and Trade; How Governments Pay for Services

As students read, instruct them to complete the following tasks in their **Think Books**:



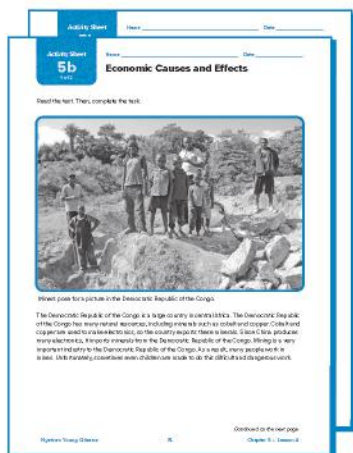
- Define *inflation*.
 - ≈ a continuing rise in the prices of many goods and services, which affects the whole economy
- Write the name of one country and tell one detail about its economy.
 - ≈ Vietnam was poor in the past but now is one of the fastest-growing economies due to trade.
 - ≈ The United States has companies that specialize in digital media.
 - ≈ Japan has companies that specialize in making cars.
 - ≈ Saudi Arabia specializes in oil production.
- List three kinds of government taxes.
 - ≈ sales tax
 - ≈ property tax
 - ≈ income tax
 - ≈ tariff

Teaching

1. Put students in six small groups. Give each group an **Activity Globe** and map marker.
 - a. Instruct students to look through the lesson again and find all countries that are mentioned. Tell them to write the countries in their **Think Books**. Next to each country, have them write the name of a product or service that the country specializes in.
 - b. Tell students to think back to the Getting Started activity. Have groups choose one country and product that they examined, and tell them to add that country and product to the list.
 - c. Then, have groups create symbols for all the products and services on their lists. Instruct them to find the appropriate countries and add the symbols to the globes.
 - d. Have each group present its globe to the class.




2. Next, direct students to p. 167 of the Student Book (Skill: Cause and Effect).
 - a. Read the text about inflation in Venezuela aloud to students.
 - b. Call on students to read aloud the skill box and questions.
 - Have students answer the questions in their Think Books.
 - Review their answers by calling on multiple students.



Activity Sheet 5b

3. Put students in pairs. Give each pair both pages of **Activity Sheet 5b**.
 - a. Have students work with their partners to complete the tasks on the activity sheet.
 - b. Call on student pairs to read aloud their answers as a way to review the work.

4. **Summarizing and Assessing:** Use cause-and-effect correlations to review some of the important concepts of the lesson.

- a. Write the following sentences on the board. Have students copy the sentences in their **Think Books**. Then, ask them to circle the cause and underline the effect in each sentence.
 

- The government collects taxes so it can pay for things like health care and disaster relief. (Cause: the government collects taxes; effect: it can pay for things like health care and disaster relief.)
- Since clothing can be made more cheaply in other countries, the United States imports most of its clothing. (Cause: clothing can be made more cheaply in other countries; effect: the United States imports most of its clothing.)
- Trade is easier if countries form international trade agreements. (Cause: countries form international trade agreements; effect: trade is easier.)

- b. Review students' answers. Then, call on students to locate the key words that show cause and effect. (so, since, if)

5. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students add more countries to the **Activity Globe** in step 1 of the Teaching section. For example, they might add Australia and gold; Indonesia and rubber; or Botswana and diamonds. You may also have students find additional exports in other countries around the world to mark on the globes.

Below Provide students with simple examples to help with the concept of cause and effect. For example, give students sentence starters such as “If I turn the lights off, _____.” Write the sentences on the board and help students pinpoint the cause and effect in each.

ELL If ELL students feel comfortable doing so, this is a good opportunity to talk about their home countries. The class can work together to find exports from students’ home countries and mark them on the **Activity Globe**.

Extending

Reading Have students examine literature for examples of cause and effect. Challenge students to find three examples from multiple books in the classroom or library.

Economics Have students develop a detailed list of product origins from products in their homes. Instruct students to make a two-column list showing products in one column and countries of origin in the other. Challenge students to find as many different countries as possible from their clothing, appliances, footwear, food, etc. Have students present their lists. This activity can be supplemented by having students locate and mark each country on a globe or map.



Lesson 4 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Have students imagine that they are leaders of a country that produces bicycles. Tell them that they want to export the bicycles to other countries in exchange for computer equipment. Instruct students to write a letter to other world leaders explaining what products they have for export and what items they wish to import. Explain that students should negotiate with the other world leaders for this global trade.



Political Map UNITED STATES

- CITY SYMBOLS AND SIZES**
- National capital
 - State capital
 - Other city
 - Over 900,000 people
 - 100,000 to 500,000
 - Under 100,000
- OTHER SYMBOLS**
- International boundary
 - State boundary
 - Dam
 - Canal



RESEARCHING SKILLS



D Using Map Symbols

Can you draw a map of your neighborhood for someone who has never been there? Think about the many things in your neighborhood. You probably need a very big piece of paper to draw them the way they look. Instead, you can use **symbols** to represent things on your map. You might use symbols like these:

- House
- Park
- School
- Hospital
- Office
- Gas station

Map Key

- House or apartment
- Provides services
- Sells goods
- Bookstore



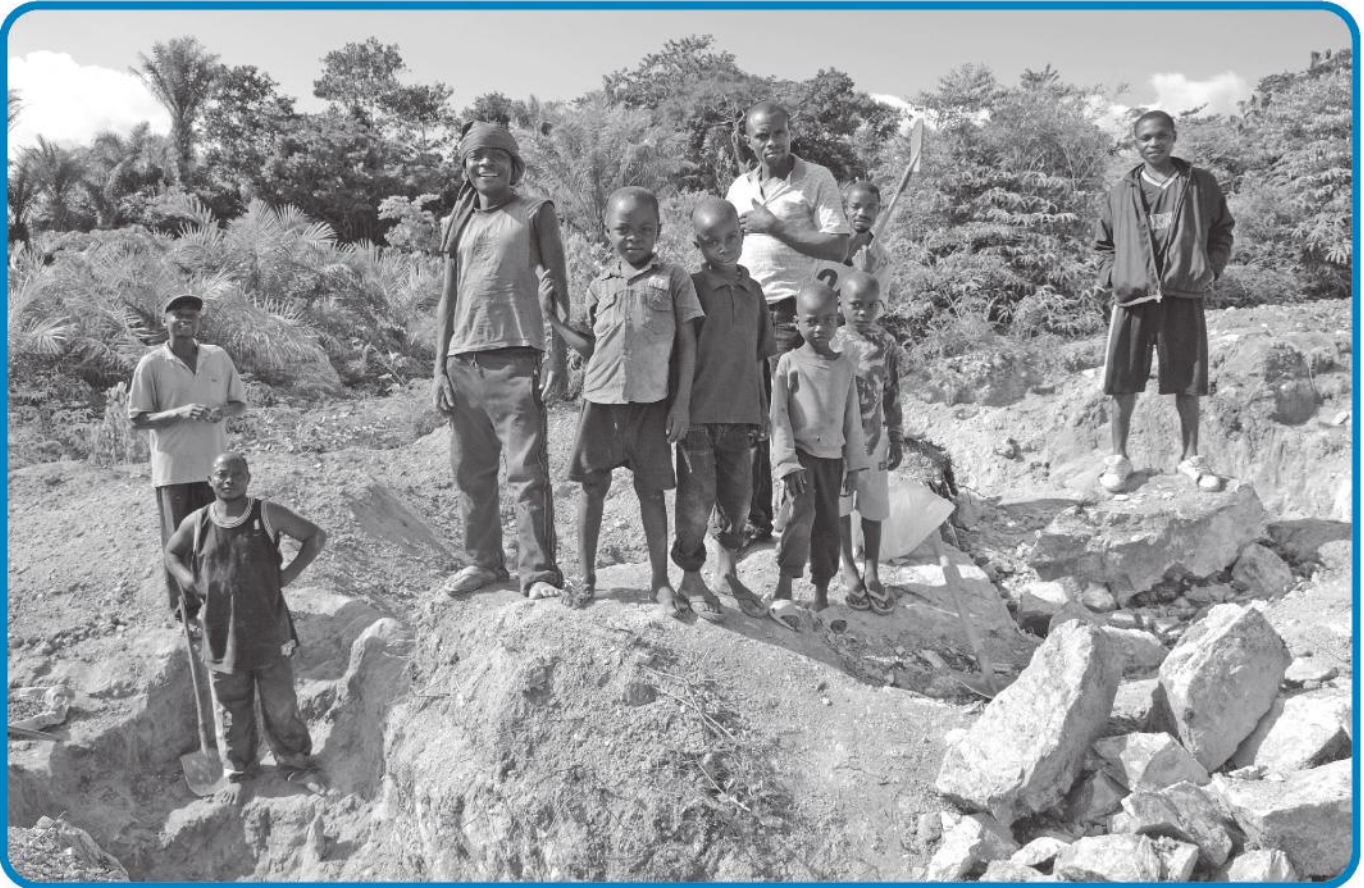
Student Handouts

The following pages contain activities excerpted from the Nystrom Young Citizens **Grade 4** Student Handouts book.

Chapter 5, Lesson 4

Economic Causes and Effects

Read the text. Then complete the task.



Miners pose for a picture in the Democratic Republic of the Congo.

The Democratic Republic of the Congo is a large country in central Africa. The Democratic Republic of the Congo has many natural resources, including minerals such as cobalt and copper. Cobalt and copper are used to make electronics, so the country exports these minerals. Since China produces many electronics, it imports minerals from the Democratic Republic of the Congo. Mining is a very important industry to the Democratic Republic of the Congo. As a result, many people work in mines. Unfortunately, sometimes even children are made to do this difficult and dangerous work.

Continued on the next page

Economic Causes and Effects

Continued from the previous page

Add details to fill in the cause-and-effect chart below. Look for key words to help you identify causes and effects.

Causes	Effects
Cobalt and copper are used to make electronics.	
	China imports minerals from the Democratic Republic of the Congo.
Mining is a very important industry to the Democratic Republic of the Congo.	



H I J K L M N O
P Q R S T U V
X Y Z

3. What else is done to gain countries?
4. Create a chart populations in





Student Book




The following pages contain an excerpt from the Nystrom Young Citizens **Grade 4** student book, Encounter.

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LESSON 4

How Does the Global Economy Function?

Vocabulary

specialization
division of labor
inflation

The Role of Trade

The world economy is built on trade. In 2020, businesses in the United States exported more than two trillion dollars in goods and services. Trillions of dollars in goods and services were also imported. As you learned, exports are products that countries sell to other places. Imports are products that countries buy and bring in from other places.

The trading of exports and imports fuels America's economy. It gives people jobs and opportunities to make money. Individuals, businesses, and nations trade for goods and services that they need or want.

Some countries form international trade agreements to help make trade easier. The European Union is a trade agreement among 27 countries in Europe. Nations that trade with one another are often less likely to engage in conflict. Countries are more motivated to get along so that they can continue trading with one another.

Trucks and ships carry goods across the border between the United States and Canada. Encouraged by the North American Free Trade Agreement, these countries are two of the largest trading partners in the world.

International trade also gives poorer countries an opportunity to make money. In 1975, Vietnam was one of the poorest countries in the world. Now the country makes billions of dollars a year through trade. It has become one of the fastest-growing economies in the world. Its top exports are clothing and electrical machinery.

Specialization and Trade

Specialization is when an individual, business, or nation focuses on producing specific goods and services to trade. For example, experts who specialize in making websites can sell their skills all over the world. It takes education, time, and practice to become an expert. Specialized, skilled workers are valuable and help their countries grow.

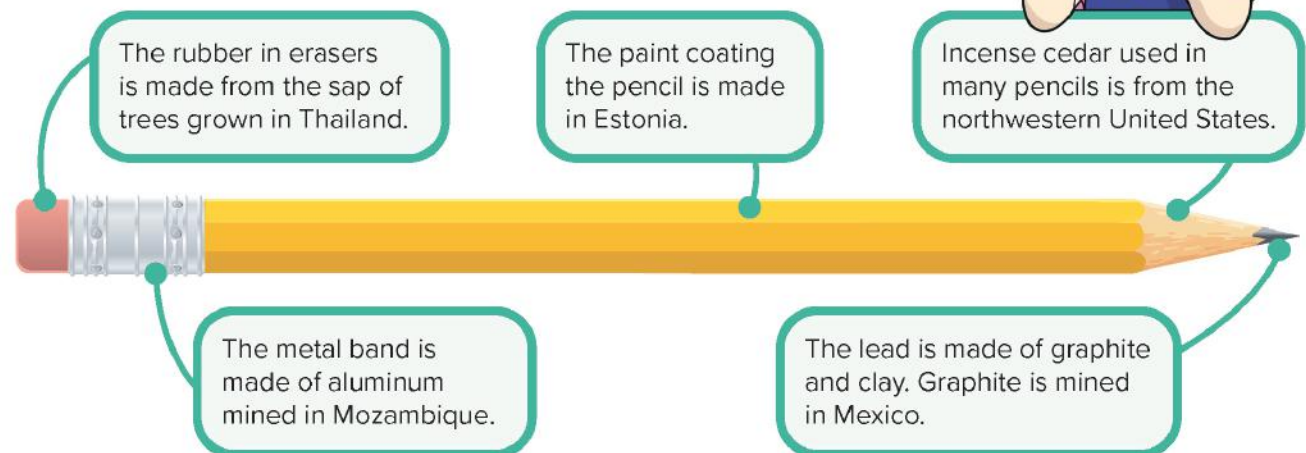
Some companies in the United States, such as Netflix and Hulu, specialize in producing digital media. Some companies in Japan, such as Toyota and Honda, specialize in making cars. By focusing on specific goods and services, a company can get very good at producing a few things well. People realize they can depend on that company's good work, and the company can become successful.

Division of labor helps many companies complete tasks faster and more easily. Division of labor involves breaking down one large task into many smaller tasks. For example, a movie theater divides up the jobs necessary to run the theater. One worker might be in charge of selling tickets, while another is responsible for cleaning the theater. People specialize in each role rather than needing to learn many jobs.

Why are the parts of a pencil made in so many different places?



Using Division of Labor to Make a Pencil



● This pencil is an example of division of labor because workers from each of these countries complete tasks to contribute to the final product.



▶ Oil pumps, like the one pictured here in Saudi Arabia, draw oil from the ground. Saudi Arabia has around 18 percent of the world's oil and is one of the largest oil exporters in the world.

People in different nations can work together through division of labor and specialization. A worker in India might specialize in building one part for a bike and can then sell that part to the United States. A worker in the United States might use the part to finish building a bike.

Most countries specialize in some goods and services and trade for others. Saudi Arabia, for example, has a large supply of oil. However, the country has difficulty growing crops and raising animals for food. Its government specializes in oil production and trades with other governments such as China and the United States for food. Trade helps bring countries the resources they need most.

How Governments Pay for Services

Governments provide a number of services to their people. Many governments provide similar services, such as national defense, law enforcement, and public education for their citizens. By paying for these services and others, governments make them available to everyone.

Governments of different nations may fund different services as well. For example, the governments of the United Kingdom, Spain, and New Zealand provide health care as a public service. The governments of the United States, Switzerland, and India do not.

Government services are funded by the taxes that people pay the government. There are many kinds of taxes. There are sales taxes on items such as clothing, furniture, and toys.

Property taxes are taxes that people pay based on the value of their houses or land. Tariffs are taxes on goods from foreign countries. Income tax is a portion of the money people make from their jobs. In the United States, the federal income tax is the largest source of income for the federal government.



► Sales tax helps pay for government services.



Inflation in Venezuela

Inflation is a serious problem in Venezuela. Inflation is a continuing rise in the prices of many goods and services, which affects the whole economy. In 2016, inflation in Venezuela caused citizens' daily lives to change. Because of inflation, many people could not afford to buy enough food. The average monthly salary of workers was about \$6 in U.S. currency, but just one gallon of milk could cost \$5.

Because of inflation, people could not always afford to go to the doctor. As a result, cases of diseases such as malaria, diphtheria, and measles rose, and more people died.



READING SKILL

Cause and Effect

Remember that these common words give a clue that cause-and-effect relationships might exist in a text: *since*, *if*, *because*, *so*, *then*, and *as a result*. Use these clues from the text to identify causes and effects, and then answer the questions.

1. If inflation is the cause, then what are some effects?
2. What is an effect of inflation that is also a cause of another effect?



Xiuhtezcatl Martinez

born 2000

Xiuhtezcatl Martinez (his first name is pronounced shoe-TEZ-caht) was born in Colorado. He is a hip-hop artist and an environmental activist. His father is Aztec, and his family has strong ties to American Indians. Martinez was only six years old when he began speaking around the world. He uses his speeches and hip-hop music to draw attention to a variety of issues, including climate change and pollution and how they hurt American Indian communities.

Miko Vergun

born 2001

Miko Vergun became a climate activist in seventh grade. She was born in the Marshall Islands, an island country in the Pacific Ocean. Warmer temperatures from climate change are causing glaciers to melt, making sea levels rise. The Marshall Islands are in danger of going under the rising water. Vergun speaks and raises money to educate others. Vergun and Martinez (above) are two of the 21 young people who are leading the groundbreaking climate change lawsuit *Juliana v. United States*.



Global Leaders



Kelvin Doe

born 1996

Kelvin Doe's neighborhood in Freetown, Sierra Leone, did not always have reliable electricity. Doe wanted to solve the problem. When he was 13, he used scraps and found materials to build a battery that powered surrounding homes. Soon after, Doe built a radio station from recycled materials and ran it himself. In 2016, he started working with Emergency USA, a global company that provides free medical care for those affected by war and poverty.

Malala Yousafzai

born 1997

Malala Yousafzai was born in Pakistan. When a political group called the Taliban took control of her village, they said girls were no longer allowed to go to school. Yousafzai did not listen—she felt that girls had a right to an education. The Taliban did not like this. They shot Yousafzai on her way home from school one day. She recovered and moved to the United Kingdom. At age 17, she became the youngest person ever to win the Nobel Peace Prize for her advocacy for the right of all children to have an education.





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