




Annotated Resource Set (ARS)

Content Theme:	Social Studies Grade 4 Standard III, Objectives 1 and 2	Utah Teaching with Primary Sources 
Developed by:	Shanna Campbell	
Contextual Paragraph for Resource Set: Standard III—Students will understand the roles of civic life, politics, and government in the lives of Utah citizens. Objective 1: Describe the responsibilities and rights of individuals in a representative government as well as in the school and community. Objective 2: Analyze the different ways people have organized the governments in Utah to meet community needs.		

Resource Set






<p>Objective 1</p> <p>Rights and Responsibilities of Citizenship</p>	<p>Objective 1</p> <p>Varying Rights, Responsibilities and Influence Over Time</p>	<p>Objective 1</p> <p>Civic Responsibilities</p>	<p>Objective 1</p> <p>Contribution to the Classroom</p>	<p>Objective 1</p> <p>Respect for U.S and Utah Symbols</p>	<p>Objective 2</p> <p>Organization of Utah's government</p>
					
<p>Rights of Citizens: The Bill of Rights</p> <p>www.judgefernandez.com/index.php?option=com</p> <p>(This website is a pdf file which contains a</p>	<p>Chinese and the Transcontinental Railroad</p> <p>Utah: The Chinese Experience</p> <p>Utah's Greek Americans</p> <p>The Western Federation of Miners</p>	<p>USA Today: Civic Responsibility</p> <p>Our Water, Our Planet: Information from Scholastic</p> <p>Geography For Kids: Natural Resources and</p>	<p>Characteristics of a Well-Managed Classroom</p>	<p>Home of Heroes: The History of the Pledge of Allegiance</p> <p>A Short History of the Pledge of Allegiance</p> <p>The Pledge of Allegiance: Red Skelton</p>	<p>Online Utah: Chronicle of Utah Statehood</p> <p>Utah Valley State History</p> <p>State of Deseret</p> <p>State of Deseret Timeline</p> <p>Constitution for the State</p>

<p>handbook on citizenship)</p> <p>Learning to Give: Individual Rights and Community Responsibilities</p> <p>League of Women Voters: Civic Participation</p> <p>Jury Duty: Maintaining Standards and Liberties</p> <p>UEN: Citizen Responsibilities</p> <p>Why Do People Pay Taxes: Discussion Forum</p> <p>Six Pillars of Character</p>	<p>Women's Suffrage in Utah</p> <p>Ute Fact Sheet: Native American Information for Kids</p> <p>Children's Service Society: Organizing for Children</p> <p>USU Digital Library: Topaz</p> <p>Topaz Museum</p> <p>History To Go: Japanese Internment</p>	<p>Recycling</p> <p>A Recycling Revolution</p> <p>Volunteering and Its Benefits</p> <p>Deseret News</p> <p>Salt Lake Tribune</p>		<p>U.S. Constitution</p> <p>Flag Etiquette</p> <p>Flag Rules and Regulations (teacher should make sure he/she uses appropriate examples)</p> <p>Utah State Symbols</p> <p>History For Kids: Symbols and Mottos</p> <p>United States Symbols</p>	<p>of Deseret</p> <p>Utah Territory</p> <p>Utah History To Go Polygamy and the Utah Territory (great primary sources)</p> <p>UEN: Governments of Utah Past and Present</p> <p>Online Utah: Shoshone Indian Tribe</p> <p>History for Kids: American Indians</p> <p>Ute Indian Tribe</p> <p>Paiute Indian Tribe</p> <p>Navajo Indian Tribe</p> <p>Goshute Tribe</p> <p>Utah State History</p>
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Objective 2 State, County, and Local Officials					
 The logo for the Utah State Capitol, featuring a stylized illustration of the capitol building on the left, the word "Utah" in a red script font below it, and the words "STATE CAPITOL" in a blue serif font to the right.					
UEN: The Three Branches of Utah's Government UEN: Governments of Utah Past and Present State of Utah website					

State and Local government					
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Resource Set

	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
					
	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Notes/Comments:

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning and Assessment Strategies	Suggested Learning and Assessment Strategies (cont.)	Links to Other Resources
			Content Objectives	Thinking Objectives			

					[Most of the learning strategies are also formative or summative assessment strategies as well.]		See primary sources included in this document
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Annotations