

## **Social Studies - Fourth Grade**

### **Culture**

#### **Content Standard: 1.0**

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

#### **Learning Expectations:**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

#### **Accomplishments**

4.1.01 Understand the diversity of human cultures.

- a. Describe cultures of Native American tribes.
- b. Explain how European settlers created a new culture.

4.1.02 Discuss cultures and human patterns of places and regions of the world.

- a. Explore similarities and differences in how groups, societies, and cultures address similar human needs and concerns.
- b. Compare how people from different cultures think about and handle their physical environments and social conditions.

4.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

- a. Show different cultural regions on a map identifying such things as religion, language, and ethnicity.
- b. Identify the reasons for the establishment of Spanish missions in early American history.

4.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

- a. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.

- b. Identify customs, celebrations, and traditions of various cultures groups in early Tennessee.
- c. Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.

**Performance Indicators State:**

As documented through state assessment -

***At Level 1, the student is able to***

- 4.1.spi.1. identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).
- 4.1.spi.2. identify cultural groups who inhabited North America in the 17<sup>th</sup> century (i.e., Puritans, Quakers, Spanish, French).

***At Level 2, the student is able to***

- 4.1.spi.3 determine how various groups resolve conflict (i.e., school, tribal councils, courts).
- 4.1.spi.4 examine how Native American culture changed as a result of contact with European cultures. (i.e. decreased population, spread of disease, increased conflict, loss of territory, increase of trade.)
- 4.1.spi.5. identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e. Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).

***at Level 3, the student is able to***

- 4.1.spi.6. read and interpret facts from a historical passage about an early American Spanish mission.

**Performance Indicators Teacher:**

As documented through teacher observation –

***At Level 1, the student is able to***

- 4.1.tpi.1. discover the story of early Tennessee settlers in the formation of the Wautaga settlement.
- 4.1.tpi.2 discuss the importance of forts such as Fort Loudon in the development of the emerging Tennessee community and the lives of the soldiers.

***At Level 2, the student is able to***

- 4.1.tpi.3 compare leadership styles among Native American groups and European groups.
- 4.1.tpi.4 show how a conflict can be solved through a tribal council and/or court system (e.g., Venn diagram, debate, t chart, demonstration).
- 4.1.tpi.5 create a poster about a cultural group.
- 4.1.tpi.6 experience a storyteller's version of a historical account.

***At Level 3, the student is able to***

- 4.1.tpi. 7 write or give an oral report about early American Spanish missions.
- 4.1.tpi.8 create and/or perform a play based upon explorers coming to North America and meeting Native Americans.

**Economics**

**Content Standard: 2.0**

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

**Learning Expectations:**

- 2.01 Describe the potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.
- 2.03 Understand fundamental economic concepts.
- 2.04 Understand the development of economics within Tennessee and early America.

**Accomplishments**

4.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

- a. Identify the economic motivations for European exploration and colonization.
- b. Describe how Native Americans in Tennessee and the Western Hemisphere met their basic economic needs.
- c. Analyze how people in different parts of the United States earned a living in the past and do so in the present.

4.2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.

- a. Explain the economic patterns of various early Native American groups in Tennessee and the Western Hemisphere.
- b. Identify major industries of colonial America.
- c. Explain the economic patterns of early European colonial governments and their relationships with foreign governments.

#### 4.2.03 Understand fundamental economic concepts.

- a. Explain and demonstrate the role of money in daily life.
- b. Describe the relationship of price to supply and demand and how it affected early American history.
- c. Use economic concepts such as supply, demand, and price to help explain events.

#### 4.2.04 Understand the development of economics within Tennessee and early America.

- a. Identify the economic motivations for European exploration and settlement in Tennessee and the Western Hemisphere.
- b. Examine the location, distribution, and patterns of economic activities and of settlement in Tennessee.
- c. Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in Tennessee and various regions.

#### **Performance Indicators State:**

As documented through state assessment -

#### ***At Level 1, the student is able to***

- 4.2.spi.1. recognize the concept of supply and demand.

#### ***At Level 2, the student is able to***

- 4.2.spi.2. interpret a chart of major agricultural produce in Tennessee. (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, sheep).
- 4.2.spi.3. identify major industries of Colonial America using a map of the original 13 colonies.
- 4.2.spi.4. recognize the difference between a barter system and a money system.

#### ***At Level 3, the student is able to***

- 4.2.spi.5. analyze the impact of European exploration and colonization on the economy of Tennessee.

#### **Performance Indicators Teacher:**

As documented through teacher observation –

***At Level 1, the student is able to***

- 4.tpi.1. draw a product map of Tennessee or a United States region.
- 4.tpi.2. find pictures of products produced in Tennessee.

***At Level 2, the student is able to***

- 4.tpi.3. compare economic patterns among various Native American groups.
- 4.tpi.4. barter school supplies to illustrate the barter system.

***At Level 3, the student is able to***

- 4.tpi.5. auction off a piece of candy to illustrate supply and demand.
- 4.tpi.6. establish a class store to show the use of money.

**Geography**

**Content Standard: 3.0**

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

**Learning Expectations:**

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Understand how to identify and locate major physical and political features on globes and maps.
- 3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee.

**Accomplishments**

4.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Locate major countries of the world on a map or globe involved with early American development.
- b. Locate places on a map using cardinal and intermediate directions, latitude and longitude, and time zones.
- c. Locate the routes of early explorers of North America on a map.

4.3.02 Recognize the interaction between human and physical systems around the world.

- a. Explain how physical and human characteristics of places and regions within the state and the United States developed.
- b. Explain how the major river systems affected the development of early settlements.

4.3.03 Understand how to identify and locate major physical and political features on globes and maps.

- a. Explain how physical processes shape the United States' features and patterns.
- b. Understand the differences in early population characteristics of the state and of the United States such as density, distribution, and growth rates.
- c. Describe how geography affected the development of transportation and communication networks.
- d. Explain the influences of physical and human features on historical events.

4.3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee.

- a. Explain how the patterns and processes of migration affect the development of Tennessee.
- b. Explain how environmental issues such as water supply, air quality, and solid waste confronted humans when settling Tennessee.

**Performance Indicators State:**

As documented through state assessment -

***At Level 1, the student is able to***

- 4.3.spi.1. identify the routes the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto).
- 4.3.spi.2. identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).

***At Level 2, the student is able to***

- 4.3.spi.3. recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, food and water sources).
- 4.3.spi.4. recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, Hudson).
- 4.3.spi.5. determine how physical processes shape the United States' features and patterns (i.e. erosion, volcanoes, plate tectonics, flooding).

***At Level 3, the student is able to***

- 4.3.spi.6. use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington DC, Philadelphia, Sante Fe, Los Angeles).
- 4.3.spi.7. determine how density, distribution, and growth rate affected United States settlement patterns.
- 4.3.spi.8. identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, solid waste).

**Performance Indicators Teacher:**

As documented through teacher observation –

***At Level 1, the student is able to***

- 4.3.tpi.1. draw lines of latitude and longitude on an inflated balloon.

***At Level 2, the student is able to***

- 4.3.tpi.2. create a paper mache' globe including major landforms, bodies of water, and the equator.
- 4.3.tpi.3. write a journal article from the perspective of an early Native American, colonist, or European visitor with special attention to the surrounding geography.

***At Level 3, the student is able to***

- 4.3.tpi.4. create salt dough maps to show physical features.
- 4.3.tpi.5. design a diorama depicting a geographic place or significant historical event. (e.g., Cumberland Gap, Battle of King's Mountain, Gathering at Sycamore Shoals, downtown Jonesborough).

**Governance and Civics**

**Content Standard: 4.0**

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

## Learning Expectations:

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

## Accomplishments

4.4.01 Discuss the structure and purposes of governance.

- a. Explain how Native Americans governed their communities.
- b. Give examples of how government did or did not provide for needs and wants of people, establish order and security, and manage conflict.
- c. Compare the systems of government of early European colonists.

4.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

- a. Identify examples of representative government in the American colonies, including the Mayflower Compact, Iroquois League, and the Virginia House of Burgesses.
- b. Identify the purposes and explain the importance of the creation of Tennessee's colonial government, and the Tennessee Constitution.
- c. Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
- d. Explain the system of checks and balances.
- e. Identify and explain the basic functions of the three branches of state government.

4.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

- a. Identify the purposes and explain the importance of the Declaration of Independence.
- b. Identify examples of rights and responsibilities of citizens.
- c. Explain action citizens take to influence public policy decisions.

4.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

- a. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- b. Explain the role of the individual in state and local elections.

- c. Sing or recite The Star Spangled Banner and explain its history.

## **Fourth Grade Benchmarks**

### **Performance Indicators State:**

As documented through state assessment -

#### ***At Level 1, the student is able to***

- 4.4.spi.1. identify the 3 branches of federal and state governments.

#### ***At Level 2, the student is able to***

- 4.4.spi.2. identify the rights outlined by the Bill of Rights (i.e., Amendments 1,5,6,8).
- 4.4.spi.3. examine how the Mayflower Compact is a symbol of the first United States government.

#### ***At Level 3, the student is able to***

- 4.4.spi.4. using a chart showing checks and balances, explain how one branch of government can limit the power of others.

### **Performance Indicators Teacher:**

As documented through teacher observation –

#### ***At Level 1, the student is able to***

- 4.4.tpi.1. write a letter to an elected official.
- 4.4.tpi.2. illustrate the rights protected by the Bill of Rights through the use of a living tableau.

#### ***At Level 2, the student is able to***

- 4.4.tpi.3. hold a mock debate on various local, state, or national contemporary or historical issues.
- 4.4.tpi.4. enact a Bill of Rights living tableau.
- 4.4.tpi.5. conduct a living history drama showing the reasons behind the Mayflower Compact.
- 4.4.tpi.6. design a set of classroom rules to illustrate ideas in the Constitution.

#### ***At Level 2, the student is able to***

- 4.4.tpi.7. elect a class president and vice president.

## **History**

### **Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### **Learning Expectations:**

#### **Era 1 - Three Worlds Meet (Beginnings to 1620)**

- 5.01 Identify the ancient civilizations of the Americas.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Recognize major events, people, and patterns in Tennessee.

#### **Era 2 - Colonization and Settlement (1585-1763)**

- 5.04 Recognize the role desire for freedom played in the settlement of the New World.
- 5.05 Understand the place of historical events in the context of past, present and future.
- 5.06 Identify major events, people, and patterns in Tennessee.

#### **Era 3 -Revolution and the New Nation (1754-1820)**

- 5.07 Identify the causes and results of the American Revolution.
- 5.08 Understand the place of historical events in the context of past, present and future.
- 5.09 Recognize major events, people, and patterns in Tennessee.

#### **Era 4 - Expansion and Reform (1801-1861)**

- 5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.
- 5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
- 5.12 Identify major events, people, and patterns in Tennessee.

### **Accomplishments**

#### **Era 1 - Three Worlds Meet (Beginnings to 1620)**

4.5.01 Identify the ancient civilizations of the Americas.

- a. Identify the ancient civilizations of the Americas at the time of European arrival.
- b. Explain the cultures of the Western Hemisphere's native peoples prior to European contact.

4.5.02 Understand the place of historical events in the context of past, present and future.

- a. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.
- b. Realize that geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
- c. Describe the immediate and long-term impact of Columbus' voyages on Native populations and on colonization in the Americas.
- d. List the characteristics of the Spanish and Portuguese exploration and settlement of the Americas.

4.5.03 Recognize major events, people, and patterns in Tennessee.

- a. Identify Native American groups in Tennessee and the Western Hemisphere before European explorations.
- b. Summarize reasons for European exploration and settlement of Tennessee and the Western Hemisphere.
- c. Identify accomplishments of significant explorers and explain their impact on the settlement of Tennessee.

## **Era 2 - Colonization and Settlement (1585-1763)**

4.5.04 Recognize the role that desire for freedom played in the settlement of the New World.

- a. Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
- b. Describe the lives of free and indentured immigrants who came from Europe to North America and the Caribbean.

4.5.05 Understand the place of historical events in the context of past, present and future.

- a. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
- b. Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.
- c. Explain the importance of the Mayflower Compact.

- d. Understand the role of religion in the English colonies such as the evolution of religious freedom and the treatment of religious dissenters.
- e. Explain when, where, and why groups of people colonized and settled in the United States.
- f. Explain the political, economic, and social impact of the slave trade in the Americas.

4.5.06 Identify major events, people, and patterns in Tennessee.

- a. Conduct a thorough study of the differing regions of Tennessee and their history.
- b. Describe the effects of political, economic, and social changes on Native Americans in Tennessee.
- c. Identify characteristics of early colonial governments in Tennessee.

### **Era 3 - Revolution and the New Nation (1754-1820)**

4.5.07 Identify the causes and results of the American Revolution.

- a. Explain the events that contributed to the outbreak of the American Revolution.
- b. Study the Declaration of Independence, its major ideas, and its sources.
- c. Describe the earliest armed conflict of the Revolutionary War.
- d. Summarize the results of the American Revolution, including the establishment of the United States.

4.5.08 Understand the place of historical events in the context of past, present and future.

- a. Demonstrate an understanding that people in different times and places view the world differently.
- b. Explain the major political issues of the thirteen colonies after their independence that led to the creation of the Articles of Confederation.
- c. Summarize the events that led to the creation of the United States Constitution.

4.5.09 Recognize major events, people, and patterns in Tennessee.

- a. Focus on the creation of the state of Franklin and subsequent creation of the state of Tennessee.
- b. Identify the accomplishments of notable Tennessee individuals such as William Blount, and John Sevier.

### **Era 4 - Expansion and Reform (1801-1861)**

4.5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.

- a. Give examples of maps, time lines, and charts that show western expansion.

- b. Identify the factors that led to territorial expansion and its effects.
- c. Identify the contributions of early pioneers such as Daniel Boone to the development of colonial America.

4.5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

- a. Identify changes in society resulting from the Industrial Revolution.
- b. Explain how societal changes led to conflict among sections of the United States.
- c. Explain the Louisiana Purchase.
- d. Recognize the significance of the Lewis and Clark expedition.
- e. Recognize the significance of the War of 1812.
- f. Understand the impact of territorial expansion on Native American tribes.

4.5.12 Identify major events, people, and patterns in Tennessee.

- a. Identify the impact of railroads on life in Tennessee including changes to cities and major industries.
- b. Identify the impact of various issues and events on life in Tennessee such as urbanization.
- c. Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

### **Performance Indicators State:**

As documented through state assessment -

#### ***At Level 1, the student is able to***

- 4.5.spi.1. identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw).
- 4.5.spi.2. identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).

#### ***At Level 2, the student is able to***

- 4.5.spi.3. interpret a time line that depicts major historical pre-Civil War events.
- 4.5.spi.4. determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, natural geography).
- 4.5.spi.5. determine the reasons for colonial settlement (i.e., religious, economic, individual freedom).
- 4.5.spi.6. examine the events that contributed to the outbreak of the American Revolution (i.e. taxation, judicial process, lack of representations, quartering of troops).

- 4.5.spi.7. Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation).
- 4.5.spi.8. interpret a timeline, graph, or map depicting slave and indentured servants coming from Europe to life in North America.
- 4.5.spi.9. determine the influence Lewis and Clark's expedition had on westward expansion.
- 4.5.spi.10. recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).

***At Level 3, the student is able to***

- 4.5.spi.11. interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics).
- 4.5.spi.12. Read and interpret a passage about the Trail of Tears.
- 4.5.spi.13. analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, increased natural resources.)

**Performance Indicators Teacher:**

As documented through teacher observation –

***At Level 1, the student is able to***

- 4.5.tpi.1. design a poster showing a major historical event.
- 4.5.tpi.2. create a time line of major events.

***At Level 2, the student is able to***

- 4.5.tpi.3. visit historical Tennessee sites.
- 4.5.tpi.4. participate in a simulation illustrating the Second Continental Congress and debate England's policies.
- 4.5.tpi.5. design a picture book showing famous Tennesseans and describe their accomplishments.
- 4.5.tpi.6. write a journal entry describing the hardships of early American history.
- 4.5.tpi.7. identify the contributions of early pioneers to the development of Tennessee and America.

***At Level 3, the student is able to***

- 4.5.tpi.8. color code a map showing free states and slave states.
- 4.5.tpi.9. draw a United States showing before and after the Louisiana Purchase.
- 4.5.tpi.10. create a Venn Diagram showing the reasons for and against the Trail of Tears.

## **Individuals, Groups, and Interactions**

### **Content Standard: 6.0**

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

### **Learning Expectations:**

- 6.01 Recognize the impact of individual and group decisions.
- 6.02 Understand how groups can effect change at the local, state, and national level.

### **Accomplishments**

4.6.01 Recognize the impact of individual and group decisions.

- a. Analyze a particular event to identify reasons individuals might respond to it in different ways.
- b. Work independently and cooperatively to accomplish goals.
- c. Identify leadership qualities of leaders of the past.

4.6.02 Understand how groups can impact change at the local, state, and national level.

- a. Explain how group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
- b. Identify and describe examples of tension between a group's belief system and the government's policies and laws.

### **Performance Indicators State:**

As documented through state assessment -

#### ***At Level 1, the student is able to***

- 4.6.spi.1. recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

#### ***At Level 2, the student is able to***

- 4.6.spi.2. determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, central government, Loyalists).

***At Level 3, the student is able to***

- 4.6.spi.3. read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights).

**Performance Indicators Teacher:**

As documented through teacher observation –

***At Level 1, the student is able to***

- 4.6.tpi.1. draw a cause and effect map examining the issue of slavery.

***At Level 2, the student is able to***

- 4.6.tpi.2. create a scrapbook showing slave perspectives including drawings, newspaper articles, and other primary sources.

***At Level 3, the student is able to***

- 4.6.tpi.3. create a mini-book that illustrates contrasting views (e.g., taxes, slavery, Bill of Rights).