

# Social Studies

During the fourth grade school year, we will study America's history from the Native Americans until the events leading up to the Civil War. We will also be learning about geography and economics. The following resources and activities are here to support the topics we will study this year.

Social Studies Grade 4 Course Guide																																																																																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36																																													
First Nine Weeks									Second Nine Weeks									Third Nine Weeks									Fourth Nine Weeks																																																					
Economics Basics (3 weeks) SS4E1a-f, SS4E2									Map and Globe Skills (2 weeks) SS4G1 a-b, SS4MG1a-l									Native Cultures (4 weeks) SS4H1a-b, SS4G2a, SS4MG1a-l, SS4IPa-q									Early Explorers (3 weeks) SS4H2a-b, SS4G2b, SS4CG5, SS4E1a, SS4MG1a-l, SS4IP1a-q									Colonization (4 weeks) SS4H3a-b, SS4G1b, SS4G2c, SS4CG5, SS4E1b-d, SS4MG1a-l, SS4IP1a-q									American Revolution (5 weeks) SS4H4a-d, SS4G1b, SS4G2d, SS4CG1a, SS4CG5, SS4E1e									The New Nation (5 weeks) SS4H5a-e, SS4CG1a-c, SS4CG2, SS4CG3a-e, SS4CG4a-b, SS4CG5, SS4E1e, SS4MG1a-l, SS4IP1a-q									Westward Expansion (5 weeks) SS4H6a-c, SS4G1a-b, SS4G2e, SS4CG5, SS4E1f, SS4MG1a-l, SS4IP1a-q									Reform Movements (3 weeks) SS4H7a-b, SS4CG4a-b, SS4CG5, SS4MG1a-l, SS4IP1a-q								

## First Nine Weeks

### Economics

Students will learn the basic economic terms and understand how they relate to real life experiences.

### Essential Question(s)

How does economics rule the world?

### Enduring Understanding

Students will understand basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.

### Unit Standards

- SS4E1  
The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

### **Unit Vocabulary**

economics, natural resources, renewable resources, non-renewal resources, human resources, capital resources, barter, economic trade, service, goods, supply, demand, law of supply, scarcity, consumers, producers, opportunity cost, profit, loss, specialization, productivity, taxes, entrepreneur, voluntary exchange, incentive, budget, fixed expense, discretionary expense, variable expense, income, debt, export, import

### **Maps and Globes**

#### **Essential Question(s)**

How do I locate physical features on a map of the United States? How do the elements of maps help us to understand them?

#### **Enduring Understanding**

- Physical features are created by nature.
- The physical features of a place make it unique.
- Maps are visual representations of a portion of the earth.
- The features of a map help us to understand the information presented.
- Geographers use a grid system in describe location.

### **Unit Standards**

- SS4G1.a  
Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great

Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes.

- **SS4G1: Physical & Human U.S. Features**  
The student will be able to locate important physical and man-made features in the United States.
- **SS4MG1.h**  
Draw conclusions and make generalizations based on information from maps.
- **SS4MG1.i**  
Use latitude and longitude to determine location.
- **SS4MG1.j**  
Use graphic scales to determine distances on a map.
- **SS4MG1.l**  
Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations.

## Native Cultures

### Essential Question(s)

How did early Native American cultures develop in North America? How do people adapt to their physical environments?

### Enduring Understanding

- The physical geography of North America had an impact on where and how Native Americans settled.
- Native Americans used their environments to obtain food, clothing, and shelter.

### Unit Standards

- **SS4G2.a**  
Explain why each of the native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
- **SS4H1.a**  
Locate where the Native American settled with emphasis on

Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).

- SS4H1.b  
Describe how the Native American used their environment to obtain food, clothing, and shelter.

## **Unit Vocabulary**

- Inuit
- Kwakiutl
- Nez Perce
- Hopi
- Pawnee
- Seminole
- environment
- civilization
- clan
- settlement
- permanent
- irrigation
- survival
- surplus
- climate
- Arctic
- Northwest
- Plateau
- Southwest
- Plains
- Southeast

### **TOPICS FOR THIS UNIT**

#### **The Arctic**

- Locate where the Inuit settled.
- Describe how the Inuit used their environment to obtain food (caribou & seals), clothing (animals skins), and shelter (igloos).

## The Southeast

- Locate where the Seminole settled (villages in Florida).
- Describe how the Seminole used their environment to obtain food (farming and hunting), clothing (fur & woven grasses), and shelter (along rivers and streams).

## Plains

- Locate where the Pawnee settled (permanent villages near rivers).
- Describe how the Pawnee used their environment to obtain food (farming & hunting), clothing (buffalo skin), and shelter (lodges - bark, earth, grass).

## The Southwest

- Locate where the Hopi settled (permanent villages in present day Arizona).
- Describe how the Hopi used their environment to obtain food (corn), clothing (woven fabrics and animal hides/hairs), and shelter (pueblo villages).

## The Northwest

- Locate where the Kwakiutl settled (left their villages in spring, summer, & fall to settle near rivers).
- Describe how the Kwakiutl used their environment to obtain food (fishing), clothing (cedar tree bark and animal skins), and shelter (cedar tree houses).

## Plateau

- Locate where the Nez Perce settled (between Cascades & Rockies; migrated and traveled on rivers and settled in valleys).
- Describe how the Nez Perce used their environment to obtain food (fishing and hunting), clothing (made from trees & shrubs & animal skins), and shelter (lodges).

## Second Nine Weeks

### Early Explorers

#### Essential Question(s)

How was the world changed by the explorations of European nations?

#### Enduring Understanding

- Exploration by Europeans led to permanent contact between the Eastern and Western hemispheres.
- European explorers had different motives for their explorations.
- Native American culture was permanently changed by European settlement.
- European explorers benefited from Native American cooperation.
- Decisions to send expeditions to the New World incurred opportunity costs.

#### Unit Standards

- SS4CG5: Character Traits of Historic Figures  
The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness.)
- SS4G2.b  
Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
- SS4H2.a  
Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.

- SS4H2.b  
Describe examples of cooperation and conflict between Europeans and Native Americans.

## Unit Vocabulary

N/A

### TOPICS FOR THIS UNIT

#### Historical Understandings

- Describes reasons for, obstacles to, and accomplishments of Spanish, French and English explorations of Columbus, Balboa, Ponce de Leon, Cartier, John Cabot and Henry Hudson.
- Describe examples of cooperation and conflict between Europeans and Native Americans
- Identify positive character traits of key historic figures

#### Economic Understandings

- Describe opportunity costs and their relationships to decision making across time

#### Geographical Understandings

- Describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled.

## Colonization:

### Essential Question(s)

What was life like in the colonies? How did it differ for large land owners, farmers, artisans, women, indentured servants, slaves, and Native Americans?

### Enduring Understanding

- Geography and climate affect economic prosperity.
- Social and economic status affects lifestyle.
- Trade is crucial to economic prosperity.

## Unit Standards

- **SS4CG5: Character Traits of Historic Figures**  
The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness.)
- **SS4G1.b**  
Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.
- **SS4G1: Physical & Human U.S. Features**  
The student will be able to locate important physical and man-made features in the United States.
- **SS4G2.c**  
Explain how the physical geography of the New England, Mid-Atlantic, and Southern Colonies helped determine economic activities practiced therein.
- **SS4G2: Physical Systems Affect Human Systems**  
The student will describe how physical systems affect human systems.
- **SS4H3.a**  
Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
- **SS4H3.b**  
Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.
- **SS4H3: British Colonial America**  
The student will explain the factors that shaped British colonial America.

- SS4IP1.c  
Identify issues and/or problems and alternative solutions.
- SS4IP1.d  
Distinguish between fact and opinion.
- SS4IP1.f  
Identify and use primary and secondary sources.
- SS4IP1.g  
Interpret timelines.
- SS4IP1.h  
Identify social studies reference resources to use for a specific purpose.
- SS4IP1.i  
Construct charts and tables.
- SS4IP1.j  
Analyze artifacts.
- SS4IP1.k  
Draw conclusions and make generalizations.
- SS4IP1.l  
Analyze graphs and diagrams.
- SS4IP1.m  
Translate dates into centuries, eras, or ages.
- SS4IP1.n  
Formulate appropriate research questions.
- SS4IP1.o  
Determine adequacy and/or relevancy of information.
- SS4IP1.p  
Check for consistency of information.
- SS4IP1.q  
Interpret political cartoons.
- SS4MG1.a  
Use cardinal directions.
- SS4MG1.b  
Use intermediate directions.

- SS4MG1.c  
Use a letter/number grid system to determine location.
- SS4MG1.d  
Compare and contrast the categories of natural, cultural, and political features found on maps.
- SS4MG1.e  
Use inch to inch map scale to determine distance on map.
- SS4MG1.g  
Use a map to explain impact of geography on historical and current events.
- SS4MG1.h  
Draw conclusions and make generalizations based on information from maps.
- SS4MG1.i  
Use latitude and longitude to determine location.

## Unit Vocabulary

N/A

## TOPICS FOR THIS UNIT

### Colonial Lives

- Compare and Contrast the lives of large land owners, farmers, artisans, women, indentured servants, slaves and Native Americans.
- Describe how key colonists (Benjamin Franklin, James Oglethorpe, Ann Hutchinson, William Penn) exhibited traits of honesty, patriotism, courage, trustworthiness.

### Use your Resources

- Locate the thirteen colonies on a map, along with major man made features such as New York City, Boston, Philadelphia and the Erie Canal.

- Explain how physical characteristics of an area help determine economic activities.

### Working Together

- Analyze the factors that affected colonial trade.

## Third Nine Weeks

### American Revolution

#### Essential Question(s)

What happens when rulers and those they rule disagree about what is fair treatment? How did the American colonists react to what they believed to be unfair British rule?

#### Enduring Understanding

- Colonists believed that British were treating them unfairly.
- Several key individuals and events shaped the American Revolution.
- Several factors led to American victory and British defeat.

#### Unit Standards

- **SS4CG5: Character Traits of Historic Figures**  
The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness.)
- **SS4G2.d**  
Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).

- **SS4G2: Physical Systems Affect Human Systems**  
The student will describe how physical systems affect human systems.
- **SS4H4.a**  
Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, a
- **SS4H4.b**  
Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.
- **SS4H4.c**  
Describe the major events of the American Revolution and explain the factors leading to the Battles of Lexington and Concord, Saratoga, and Yorktown.
- **SS4H4.d**  
Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.
- **SS4H4: The American Revolution**  
The student will explain the causes, events, and results of the American Revolution.

## Unit Vocabulary

N/A

### TOPICS FOR THIS UNIT

#### Causes

- Identify events that led to the revolutionary movement in America. (French & Indian War, British Imperial Policy, 1765 Stamp Act, "taxation without representation," Sons of Liberty

activities, Boston Tea Party).

## Events

- Explain the writing of the Declaration of Independence, including who participated in writing it, how it was written, why it was necessary.
- Explain specific events that occurred during the war (Battles of Lexington and Concord and Yorktown)
- Identify key individuals and their contributions to the revolution. (King George III, George Washington, Ben Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams)

## Results

- Explain the significance of the Battle of Yorktown.
- Describe how King George III's signing of the Treaty of Paris affected the colonists.

## A New Nation

### Essential Question(s)

What were the challenges and difficulties faced by the new nation after winning the Revolutionary War?

### Enduring Understanding

- Because the Articles of Confederation were too weak, major leaders of the Constitutional Convention debated issues to build a new Constitution that protected the natural rights of citizens. (life, liberty and the pursuit of happiness)

- Three branches of government and the Bill of Rights were formed into a federal system of government that gave citizens certain rights and created a separation of powers.

- Because of the causes and events of the War of 1812, the U.S. Capitol was attacked and the White House was burned.

### **Unit Standards**

- SS4CG1.a  
Describe the meaning of natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness.)
- SS4CG1.b  
Describe "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.
- SS4CG1.c  
Describe the meaning of the federal system of government in the U.S.
- SS4CG1: Declaration of Independence, Constitution, and Our Federal Government  
The student will describe the meaning of our founding documents and federal system of government.
- SS4CG3.a  
Explain the process for making and enforcing laws.
- SS4CG3.b  
Explain managing conflicts and protecting rights.
- SS4CG3.c  
Describe providing for the defense of the nation.
- SS4CG3.d  
Explain limiting the power of people in authority.

- SS4CG3.e  
Explain the fiscal responsibility of government.
- SS4CG3: Functions of Government  
The student will describe the functions of government.
- SS4CG4.b  
Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials)
- SS4CG4: Shared Democratic Beliefs and Principles  
The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
- SS4G1: Physical & Human U.S. Features  
The student will be able to locate important physical and man-made features in the United States.
- SS4H5.a  
Identify the weaknesses of the government established by the Articles of Confederation.
- SS4H5.b  
Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.
- SS4H5.c  
Identify the three branches of the U.S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.
- SS4H5.d  
Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.

- SS4H5.e  
Describe the causes and events of the War of 1812; include burning of the Capitol and the White House.
- SS4H5: Challenges of the Early United States  
The student will analyze the challenges faced by the new nation.

## Unit Vocabulary

- citizen
- compromise
- Articles of Confederation
- rights of states
- Legislative branch
- constitution
- capitol
- James Madison
- Great Compromise
- Judicial branch
- republic
- unconstitutional
- Benjamin Franklin
- slavery
- checks and balances
- federal
- democracy
- Constitutional Convention
- Executive branch
- separation of power
- Bill of Rights
- popular sovereignty
- promoting the common good
- War of 1812
- First Amendment

- primary source
- natural rights
- functions of government
- secondary source
- consent of the governed
- respecting others' rights

### TOPICS FOR THIS UNIT

War of 1812..Describe the causes and events of the War of 1812

Branches of Government/Bill of Rights

- Identify and analyze the three branches of government.
- Describe and explain the Bill of Rights and why it was needed

Articles of Confederation/Constitution

- Analyze the weaknesses and strengths of the Articles of Confederation.
- Identify economic and political problems facing the United States that led to the creation of the Constitution.

## Fourth Nine Weeks

## Standards and Elements:

- [SS4CG2: The First Amendment](#)
- [SS4CG4: Shared Democratic Beliefs and Principles](#)
- [SS4CG5: Character Traits of Historic Figures](#)
- [SS4E1.f](#): Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).
- [SS4G1.a](#): Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide,

the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes.

- [SS4G1.b](#): Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.
- [SS4G2.e](#): Describe physical barriers that hindered and physical gateways that benefitted territorial expansion from 1801 to 1861 (SS4H6a).
- [SS4H5.e](#): Describe the causes and events of the War of 1812; include burning of the Capitol and the White House.
- [SS4H6.a](#): Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns.)
- [SS4H6.b](#): Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.
- [SS4IP1.a](#): Compare similarities and differences.
- [SS4IP1.b](#): Organize items chronologically.
- [SS4IP1.c](#): Identify issues and/or problems and alternative solutions.
- [SS4IP1.d](#): Distinguish between fact and opinion.
- [SS4IP1.e](#): Identify main idea, detail, sequence of events, and cause and effect in a social studies context.
- [SS4IP1.f](#): Identify and use primary and secondary sources.
- [SS4IP1.g](#): Interpret timelines.
- [SS4IP1.h](#): Identify social studies reference resources to use for a specific purpose.
- [SS4IP1.i](#): Construct charts and tables.
- [SS4IP1.j](#): Analyze artifacts.
- [SS4IP1.k](#): Draw conclusions and make generalizations.
- [SS4IP1.l](#): Analyze graphs and diagrams.
- [SS4IP1.m](#): Translate dates into centuries, eras, or ages.
- [SS4IP1.n](#): Formulate appropriate research questions.

- [SS4IP1.o](#): Determine adequacy and/or relevancy of information.
- [SS4IP1.p](#): Check for consistency of information.
- [SS4IP1.q](#): Interpret political cartoons.
- [SS4IP1: Information Processing Skills](#)
- [SS4MG1.a](#): Use cardinal directions.
- [SS4MG1.b](#): Use intermediate directions.
- [SS4MG1.c](#): Use a letter/number grid system to determine location.
- [SS4MG1.d](#): Compare and contrast the categories of natural, cultural, and political features found on maps.
- [SS4MG1.e](#): Use inch to inch map scale to determine distance on map.
- [SS4MG1.f](#): Use map key/legend to acquire information from historical, physical, political, resource, product and economic maps.
- [SS4MG1.g](#): Use a map to explain impact of geography on historical and current events.
- [SS4MG1.h](#): Draw conclusions and make generalizations based on information from maps.
- [SS4MG1.i](#): Use latitude and longitude to determine location.
- [SS4MG1.j](#): Use graphic scales to determine distances on a map.
- [SS4MG1.k](#): Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.
- [SS4MG1.l](#): Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations.
- [SS4MG1: Map & Globe Skills](#)

## Unit Vocabulary

- War of 1812
- expedition

- Gold Rush
- telegraph
- physical barrier
- steamboat
- the Erie Canal
- Louisiana Purchase
- the Alamo
- mining
- technology
- physical geography
- Meriwether Lewis
- Oregon Trail
- business productivity
- William Clark
- California
- steam locomotive
- the Continental Divide
- physical gateway