

GRADE 4

United States Studies to 1865

The social studies standards in grades four and five are a comprehensive history of the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students learn about the contributions of Native Americans, the exploration and settlement by the Europeans, the beginnings of the United States as a nation, the westward expansion and its implications, and the problems that tore the nation apart and caused a civil war. Students also explore the documents, people, and events that have made the United States what it is today.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

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Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding

The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 4-1.1 Summarize the spread of Native American populations using the Landbridge Theory.
- 4-1.2 Compare the everyday life, physical environment, and **culture** of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.
- 4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.
- 4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.

Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- Identify and explain cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, **mental maps**, and geographic models to represent spatial relationships.
- Interpret visual information to deepen his or her understanding.

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Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

Enduring Understanding

The interaction among peoples from three different continents created a distinctly American **culture**. To understand the contributions made by Native Americans, Europeans, and Africans to the settlement of North America, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 4-2.1 Summarize the cause-and-effect relationships of the **Columbian Exchange**.
- 4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.
- 4-2.3 Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing **culture** and economy of North America.
- 4-2.4 Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.

Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Identify and explain cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, **mental maps**, and geographic models to represent spatial relationships.

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Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Enduring Understanding

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.
- 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.
- 4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.
- 4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.

Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- List and explain the responsibilities of citizens in the United States of America.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Identify and explain cause-and-effect relationships.
- Cite details from a text to support conclusions made from that text.

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Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Enduring Understanding

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.
- 4-4.2 Explain the structure and function of the legislative, executive, and judicial branches of the federal government.
- 4-4.3 Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.
- 4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.
- 4-4.5 Compare the social and economic policies of the two political parties that were formed in America in the 1790s.

Social Studies Literacy Skills for the Twenty-First Century

- Cite details from a text to support conclusions made from that text.
- Explain his or her relationship to others in American society and **culture**.
- Demonstrate responsible citizenship within local, state, and national communities.
- Utilize different types of media to synthesize social studies information from a variety of social studies resources.*

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

Enduring Understanding

The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery. To understand the impact of westward expansion on the United States as a whole, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.
- 4-5.2 Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country’s belief in Manifest Destiny.
- 4-5.3 Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.
- 4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.
- 4-5.5 Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories.

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

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Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through civil war, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 4-6.1 Explain the significant economic and geographic differences between the North and South.
- 4-6.2 Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.
- 4-6.3 Explain the specific events and issues that led to the Civil War, including **sectionalism**, slavery in the territories, states' rights, the presidential election of 1860, and secession.
- 4-6.4 Summarize significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln.
- 4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.

Social Studies Literacy Skills for the Twenty-First Century

- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Explain the **opportunity cost** involved in the allocation of scarce productive resources.
- Identify connections between government policies, property rights, and **free enterprise**.
- Identify and explain cause-and-effect relationships.
- Interpret visual information to deepen his or her understanding.