

Campbell County Schools
Social Studies Standards 2014/2015

Fourth Grade

The History of America (to 1850)

Course Description: *Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.*

Content Strand Code	Content Strand	Definition
C	Culture	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.
E	Economics	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.
G	Geography	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.
H	History	History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

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P	Government, Civics, and Politics	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.
TN	Tennessee Connection	Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas.

The Land and People before European Exploration

Students describe the legacy and cultures of the major indigenous settlements of Tennessee.

4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)

- Coats-Hines Site
- Pinson Mounds
- Old Stone Fort
- Chucalissa Indian Village

4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN)

- Principal Chief
- summer and winter homes
- Beloved Woman
- recreation
- clans
- maternal designations

4.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, and cape. (G)

Age of Exploration (15th-16th Centuries)

Students trace the routes of early explorers and describe the early explorations of the Americas.

4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN)

- Christopher Columbus
- Ferdinand Magellan
- Amerigo Vespucci
- Robert de La Salle

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- Hernando de Soto
- Henry Hudson
- Jacques Cartier

4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C, G)

4.6 Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. (G)

Settling the Colonies to The 1700s

Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)

4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P)

4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P)

4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P)

4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)

4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)

4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)

4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)

- Lord Baltimore, Maryland
- John Smith, Virginia
- Roger Williams, Rhode Island
- John Winthrop, Massachusetts
- William Bradford, Plymouth
- James Oglethorpe, Georgia
- William Penn, Pennsylvania

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4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)

4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)

4.17 Describe the major religious tenets of the earliest colonies, including: (C)

- Puritanism in Massachusetts
- Quakerism in Pennsylvania

4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)

4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)

4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)

- long hunters
- Daniel Boone-Wilderness Road
- Thomas Sharpe Spencer
- William Bean
- Dr. Thomas Walker

Primary Documents and Supporting Texts to Read: Excerpts from John Smith's Starving Time, Bradford's *Of Plymouth Plantation*

Primary Documents and Supporting Texts to Consider: excerpts from the Mayflower Compact; excerpts from the Fundamental Orders of Connecticut

The War for Independence (1760-1789)

Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.

4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P)

4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)

4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P)

- resistance to imperial policy (Proclamation of 1763)
- the Stamp Act
- the Townshend Acts
- taxes on tea
- "taxation without representation"
- Coercive Acts

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4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P)

4.25 Write a short summary of the events of Tennessee's first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)

4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)

4.27 Compare and contrast first and second-hand accounts of Paul Revere's "midnight ride." (H)

4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)

4.29 Analyze the influences of key leaders during this period, including: (P)

- Patrick Henry
- Alexander Hamilton
- Thomas Jefferson
- George Washington
- Benjamin Franklin
- Thomas Paine
- John Adams
- Sam Adams
- John Hancock
- Benedict Arnold

4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)

4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)

- Lexington and Concord
- Bunker (Breed's) Hill
- Valley Forge
- Princeton and Trenton
- Saratoga
- King's Mountain
- Yorktown

4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P)

4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)

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4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN)

- Washington District
- Cherokee War of 1776
- Nancy Ward
- John Sevier
- Watauga Petitions

4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren. (C, E)

4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter and river travel
- Transylvania Purchase
- Cumberland Compact
- Battle of the Bluffs

Primary Documents and Supporting Texts to Read: Declaration of Independence; excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; Letters from Abigail Adams; poetry of Phyllis Wheatley; poetry of Mercy Otis Warren; excerpts from John Donelson’s Journal

Creating a New Government

Students describe the people and events associated with the development of the Constitution.

4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays’ Rebellion. (P)

4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)

4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)

- distribution of power between the states and federal government
- Great Compromise
- Slavery and the 3/5 Compromise
- George Washington and James Madison

4.40 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights. (H, P)

4.41 Describe the principles embedded in the Constitution, including: (P)

- purposes of government listed in the Preamble

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- separation of powers
- branches of government
- check and balances
- the amendment process
- principle of judicial review
- recognition of and protection of individual rights in the 1st Amendment

4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)

Primary Documents and Supporting Texts to Read: Preamble of the Constitution; excerpts from Articles 1, 2, and 3 of the United States Constitution; 1st Amendment

The New Nation's Westward Expansion (1790-1830)

Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.

4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)

4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)

4.45 Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)

4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)

4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)

4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)

4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P)

- trade restrictions
- impressment
- war hawks
- Tecumseh
- Tippecanoe
- William Henry Harrison
- burning of Washington D.C.
- Francis Scott Key
- Dolly Madison
- Battle of New Orleans

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- 4.50 Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.” (P)
- 4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)
- Andrew Jackson
 - Battle of Horseshoe Bend
 - Sam Houston
 - Volunteers
- 4.52 Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN)
- 4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN)
- Cumberland Gap
 - Natchez Trace
 - Jackson Purchase
 - transportation
 - housing
 - food
 - clothing
 - gender roles
 - education
 - entertainment
- 4.54 Describe and explain the contributions of Sequoyah. (C, H, TN)
- 4.55 Describe the major events in Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)
- 4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN)
- Treaty of New Echota
 - John Ross
 - Trail of Tears

Primary Documents and Supporting Texts to Read: “The Star Spangled Banner”, Francis Scott Key; excerpts from letters of Meriwether Lewis from the Corp of Discovery; excerpts from Eliza Bryan of the New Madrid Earthquakes

The Growth of The Republic (1800-1850)

Students describe the emergence of a fledgling industrial economy. Students describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery.

- 4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN)
- Samuel Slater-factory system
 - Watermills-influence of geography
 - Fulton-steamboats

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- Eli Whitney-cotton gin

4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)

4.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)

4.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)

4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)

4.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)

4.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise. (H, P, TN)

4.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session. (G, H)

4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P)

- Dorothea Dix and her quest for prison reform and help for the mentally ill
- Horace Mann and public education
- Nat Turner and his resistance to enslavement
- Frederick Douglass and William Lloyd Garrison and the abolition of slavery

4.66 Write an expository piece describing the search for gold in California and its impact. (C, E, G)

4.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)

4.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions. (G)

Primary Documents and Supporting Texts to Read: excerpts from the writings of Frederick Douglass; excerpts of the *Autobiography of David Crockett*

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PROCESS STANDARDS

To be used with ALL grades

Acquiring Information: Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

Analysis of Data and Problem Solving: Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic
- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

Communication: Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural

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communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays demonstrate ideas through dramatizations transmit ideas through discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects recognize beliefs through simulation and role play.

Historical Awareness: Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork