



**4<sup>th</sup> Grade**  
**Social Studies**



## UNITED STATES HISTORY – Year 2: Revolution to Reconstruction

In fourth grade, students continue with year two of a three year study of United States history in which all four strands (history, geography, civics/government, and economics) are integrated. Students begin the year learning about the French and Indian War and end with the Reconstruction period. The geography strand emphasizes the influence of geography on U.S. history during these same time periods. In the civics/government strand, students learn about concepts and rights contained within our founding documents. The economic strand uses material from the history strand to deepen understanding of economic concepts.

### CONNECTING THEMES AND ENDURING UNDERSTANDINGS

The following connecting themes and enduring understandings will feature prominently in the course and help students increase their understanding and retention of knowledge.

1. **BELIEFS AND IDEALS:** The student will understand that people’s ideas and feelings influence their decisions.
2. **CONFLICT AND CHANGE:** The student will understand that conflict causes change.
3. **DISTRIBUTION OF POWER:** The student will understand that laws and people’s beliefs help decide who gets to make choices in government.
4. **INDIVIDUALS, GROUPS, INSTITUTIONS:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.
5. **LOCATION:** The student will understand that where people live matters.
6. **MOVEMENT/MIGRATION:** The student will understand that moving to new places changes the people, land and culture of the new place, as well as the place that was left.
7. **RULE OF LAW:** The student will understand that laws are made to keep people safe and explain what the government can and cannot do.

### INFORMATION PROCESSING SKILLS

The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and make decisions.

1. Compare similarities and differences
2. Organize items chronologically
3. Identify issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources



## INFORMATION PROCESSING SKILLS (continued)

7. Interpret timelines
8. Identify social studies reference resources to use for a specific purpose
9. Construct charts and tables
10. Analyze artifacts
11. Draw conclusions and make generalizations
12. Analyze graphs and diagrams
13. Translate dates into centuries, eras, or ages
14. Formulate appropriate research questions
15. Determine adequacy and/or relevancy of information
16. Check for consistency of information
17. Interpret political cartoons

## MAP AND GLOBE SKILLS

The student will use maps and globes to retrieve social studies information.

1. Use a compass rose to identify cardinal directions
2. Use intermediate directions
3. Use a letter/number grid system to determine location
4. Compare and contrast the categories of natural, cultural, and political features found on maps
5. Use graphic scales to determine distances on a map
6. Use map key/legend to acquire information from historical, physical, political, resource, product and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
9. Use latitude and longitude to determine location
10. 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
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations



## HISTORICAL UNDERSTANDINGS

### **SS4H1 Explain the causes, events, and results of the American Revolution.**

- a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.
- b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.
- c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
- d. 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.

### **SS4H2 Analyze the challenges faced by the framers of the Constitution.**

- a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).
- b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

### **SS4H3 Explain westward expansion in America.**

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- c. 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).

### **SS4H4 Examine the main ideas of the abolitionist and suffrage movements.**

- a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

### **SS4H5 Explain the causes, major events, and consequences of the Civil War.**

- a. Identify *Uncle Tom’s Cabin* and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War.
- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
- c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
- d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.
- e. Describe the effects of war on the North and South.



## HISTORICAL UNDERSTANDINGS (continued)

### **SS4H6 Analyze the effects of Reconstruction on American life.**

- a. Describe the purpose of the 13th, 14th, and 15th Amendments.
- b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).
- c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.
- d. Describe the effects of Jim Crow laws and practices.

## GEOGRAPHIC UNDERSTANDINGS

### **SS4G1 Locate important physical and man-made features in the United States.**

- a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.
- b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

### **SS4G2 Describe how physical systems affect human systems.**

- a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.
- b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

## GOVERNMENT/CIVICS UNDERSTANDINGS

### **SS4CG1 Describe the meaning of:**

- a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)
- b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
- c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)
- d. Representative democracy/republic

### **SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.**

### **SS4CG3 Describe the structure of government and the Bill of Rights.**

- a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.
- b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.



## ECONOMIC UNDERSTANDINGS

**SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).
- b. Explain how price incentives affect people's behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.
- c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).
- d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).
- e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

**SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**