



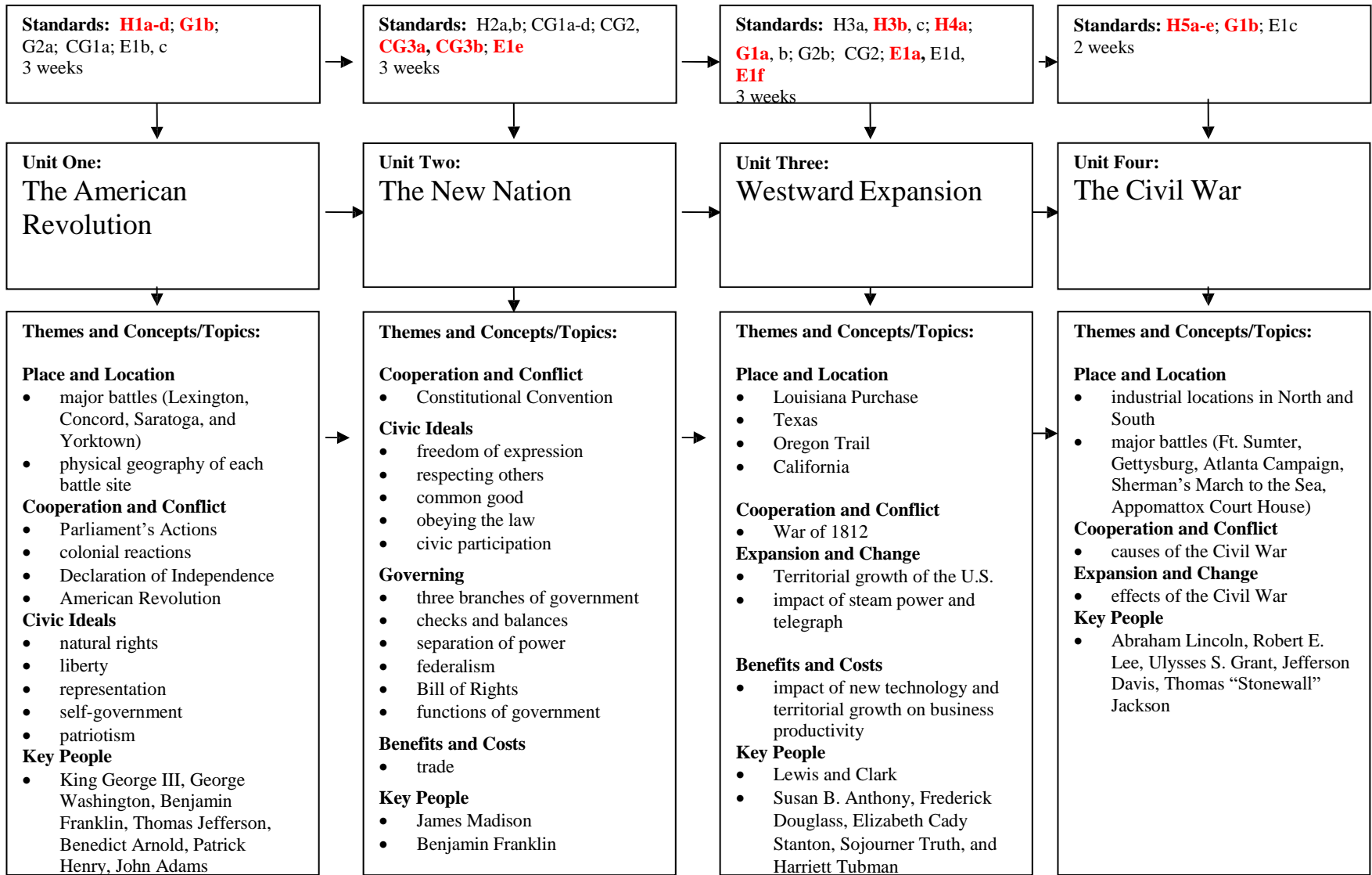
Social Studies Curriculum Guide

GSE FOURTH GRADE

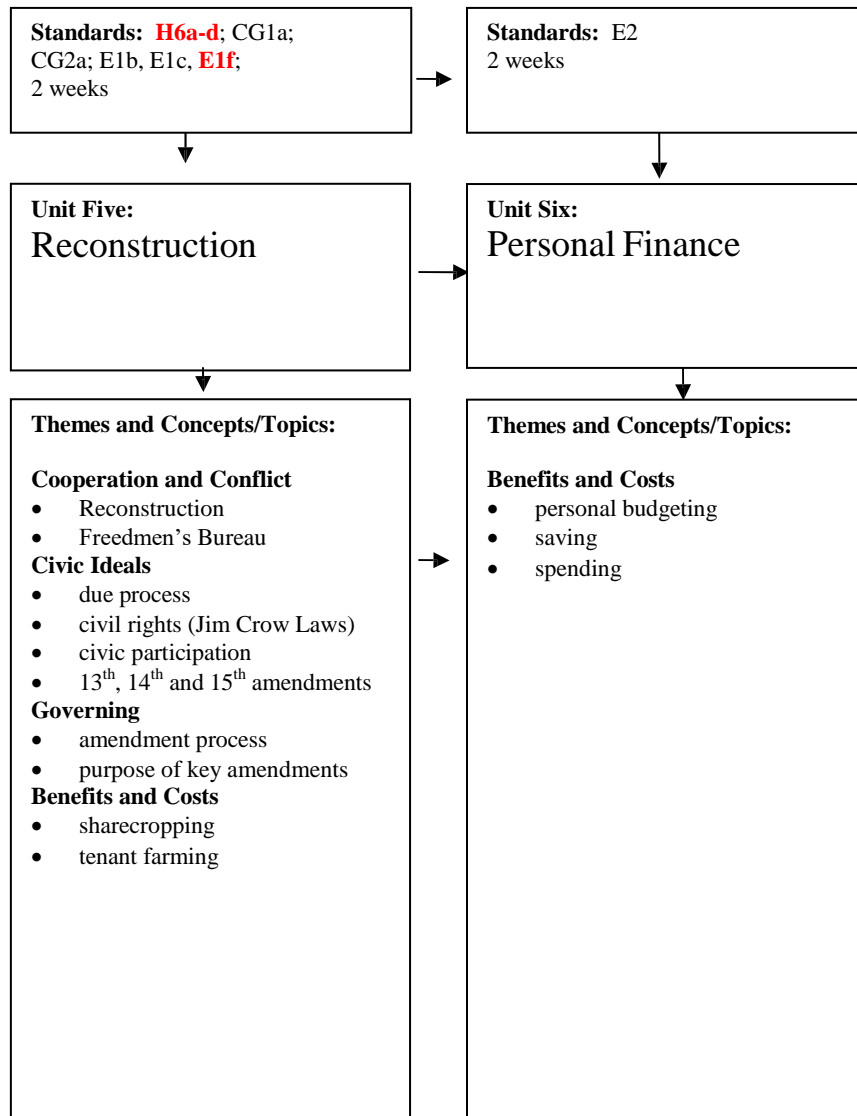
***BOLD** text indicates **Prioritized Standard**

May 2019

Grade/Course: *Grade Four* – United States History: Beginnings to 1877



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Grade 4
Unit 1: The American Revolution

Elaborated Unit Focus: The focus of this unit is the causes and effects of the American Revolution and the contributions of the various individuals who helped create the United States.

GES Standards

History

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.

Geography

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

- 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.

Civics and Government

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).

Economics

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

- 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).

Unit 1
Enduring Understandings and Essential Questions

Physical and cultural features and climate affect the development of a region.

- Why were New York City, Boston, and Philadelphia geographically important during the American Revolution? (SS4G1b; SS4H1a, c, d)
- How did the colonists and British use their knowledge of the land to fight during the American Revolution? (SS4G2a; SS4H4a, c)

Nations build upon both conflict and compromise.

- Why was the American Revolution caused by a failure to compromise (British Imperial Policy: the 1765 Stamp Act, “no taxation without representation!”, Sons of Liberty, the Boston Tea Party)? (SS4H1, SS4G1b, SS4CG1a, SS4E1)
- Why did the American colonists and the British have such different reactions to the end of the French and Indian War? (SS4H1; SS4CG1a; SS4E1)

For a democracy to endure, all of its citizens should have political, social, and economic rights.

- Why was the signing of the Declaration of Independence a key event of the American Revolution? (SS4H1b, d; SS4G1b; SS4CG1a; SS4E1)
- Why are natural rights important? (SS4H4d; SS4CG1a)

Fighting a war comes at a great cost.

- Why did the colonists choose to make sacrifices to gain their independence? (SS4H4; SS4CG1a; SS4E1)
- How were the Americans able to defeat the British in the American Revolution? (SS4H1b, c; SS4G2a; SS4E1)

Individuals develop and change societies.

- How did King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams contribute to the establishment of the United States of America? (SS4H4b)

Grade Four
Unit 2: The New Nation

Elaborated Unit Focus: The focus of this unit is how the Constitution was written and how it organizes the government into a federal system that protects the rights and freedoms of American citizens.

GES Standards

History

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).

Civics and Government

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.

Economics

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

- e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).

Unit 2
Enduring Understandings and Unit Essential Questions

Compromise and conflict contribute to a nation’s development.

- Why would Americans favor a weak central government after the Revolution? (SS4H2b; SS4CG1a)
- How did the major issues debated at the Constitutional Convention result in a long-lasting document? (SS4H2a, b; SSG1b, c; SS4E1)

All decisions have both benefits and costs.

- How was the decision to revise the Articles of Confederation based on political and economic factors? (SS4H2b; SS4E1)

For a democracy to endure, all of its citizens should have political, social, and economic rights.

- How does the Preamble to the Constitution reflect the will of the people? (SS4CG1b; SS4E1)
- How did the framers of the Constitution prevent the central government from becoming too powerful? (SS4CG3a, b; SS4CG1c; SS4CG2)
- How can citizens demonstrate their responsibilities and rights? (SS4CG1a, d)

Individuals develop and change societies.

- How did James Madison and Benjamin Franklin exhibit the characteristics of honesty, patriotism, courage, and trustworthiness as delegates to the Constitutional Convention? (SS4H2a)

Grade Four
Unit 3: Westward Expansion

Elaborated Unit Focus: The focus of this unit is the expansion and growth of the United States, with emphasis on changes in technology, territorial expansion, and citizens' rights.

GSE Standards

History

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).

Geography

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. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

Economics

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).
- d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).
- 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 telegra

Geography influences the way a society develops.

- a. How did major physical and man-made features affect the expansion of the United States? (SS4H3b, c; SS4G1a,b; SS4G2b; SS4E1)

Territorial and economic growth changes politics and society.

- b. How did the War of 1812 contribute to the stability of the United States? (SS4H3a; SS4G1a; SS4E1)
- c. Why did the United States expand its territories (Louisiana Purchase and Lewis and Clark, Texas and the Alamo and Independence, Oregon and the Oregon Trail, California and the Gold Rush and mining towns) between 1800 and 1860? (SS4H3; SS4G1b; SS4G2b; SS4E1)
- d. How did changes in transportation (the Erie Canal, steam boat, locomotive) and communication (telegraph) change life in the United States? (SS4G1b; SS4E1)
- e. How did the suffrage and abolitionist movements change politics and society in the mid- 1800s? (SS4H4; SS4CG2)

Individuals develop and change societies.

- f. How did the Lewis and Clark expedition exhibit honesty, courage, patriotism, and trustworthiness in completing its mission? (SS4H3c; SS4G1a; SS4G2b)
- g. How did Sojourner Truth, Elizabeth Cady Stanton, and Harriett Tubman exhibit honesty, courage, patriotism, and trustworthiness? (SS4H4; SS4CG2)

Grade Four

Unit 4: The Civil War

Elaborated Unit Focus: The focus of this unit is the causes, events and consequences of the Civil War.

GSE Standards

History

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.

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.
- b. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
- c. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.
- d. Describe the effects of war on the North and South.

Geography

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

- 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.

Economics

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

- c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).

Unit 4
Enduring Understandings and Unit Essential Questions

Political, economic, and social factions within a country sometimes lead to conflict.

- Why did increased tensions between the North and the South lead to war? (SS4H5a, b)
- How did the Civil War impact life in the North and in the South? (SS4H5e; SS5E1)

War comes at a great cost to societies.

- How did key battles (Fort Sumter, Gettysburg, the Atlantic Campaign, Sherman's March to the Sea, and Appomattox Courthouse) affect the outcome of the Civil War? (SS4H1c, d; SS4G1b; SS4E1)
- How did the Civil War have both benefits and costs for the United States? (SS4H5e; SS5E1)

Individuals play a role in creating a nation.

- How did the leadership styles of the Confederate Army (Robert E. Lee, Thomas "Stonewall" Jackson) compare to the leadership styles of the Union Army (Ulysses S. Grant)? (SS4H5d)
- How did Abraham Lincoln and Jefferson Davis compare as leaders? (SS4H5d)

Grade Four
Unit 4: Reconstruction

Elaborated Unit Focus: The focus of this unit is the political and economic Reconstruction of the South and the assimilation of newly freed African-Americans into the nation.

GES Standards

History

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.

Civics and Government

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).

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

Economics

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

- 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).
- 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).

Unit 5
Enduring Understandings and Unit Essential Questions

For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

- How are a citizen's rights protected by the 13th, 14th, and 15th amendments? (SS4H6a)

All decisions have both benefits and costs.

- Why did newly freedmen decide to sharecrop? (SS4H6c; SS4E1b, c, f)

The growth and development of a nation are influenced by social, political, and economic factors.

- How did Reconstruction change the lives of African-Americans in the South? (SS4H6b, c; SS4E1b, c, f)
- How did the Jim Crow laws and social customs of the South affect the lives of African-Americans? (SS4H6d; SS4CG1a; SS4CG2)

Grade Four
Unit 6: Personal Finance

Elaborated Unit Focus: The focus of this unit is the self-discipline required to make informed and reasoned decisions concerning wise spending and saving choices.

GES Standards

Economics

SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

Unit 6
Enduring Understandings and Unit Essential Questions

All decisions have both benefits and costs.

- What are the benefits and costs of personal budgeting? (SS4E2)
- What are the benefits and costs of saving? (SS4E2)
- What are the benefits and costs of making purchases? (SS4E2)

Grade Four Summary of Enduring Understandings

Unit One: The American Revolution

- Physical and cultural features and climate affect the development of a region.
- Nations build upon both conflict and compromise.
- For a democracy to endure, all of its citizens should have political, social, and economic rights.
- Fighting a war comes at a great cost.
- Individuals develop and change societies.

Unit Two: The New Nation

- Compromise and conflict contribute to a nation's development.
- All decisions have both benefits and costs.
- For a democracy to endure, all of its citizens should have political, social, and economic rights.
- Individuals develop and change societies.

Unit Three: Westward Expansion

- Geography influences the way a society develops.
- Territorial and economic growth changes politics and society.
- Individuals develop and change societies.

Unit Four: The Civil War

- Political, economic, and social factions within a country sometimes lead to conflict.
- War comes at a great cost to societies.
- Individuals play a role in creating a nation.

Unit Five: Reconstruction

- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.
- All decisions have both benefits and costs.
- Geography influences the way societies develop.
- The growth and development of a nation are influenced by social, political, and economic factors.

Unit Six: Personal Finance

- All decisions have both benefits and costs.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. 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					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

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

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A