

GRADE 4

United States Studies to 1865

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| Standard 4-1: The student will demonstrate an understanding of the exploration of the New World. | |
| Indicators | PLT Activities |
| 4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation. (E, G, H, P) | <ul style="list-style-type: none"> ● 76 Tree Cookies □ 53 On the Move □ 95 Did You Notice? |
| 4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle. (H, E, G) | |
| 4-1.3 Use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations—including the Spanish dominance in South America and the French, Dutch, and English exploration in North America—and summarize the discoveries associated with these expeditions. (G, H) | □ 53 On the Move |
| 4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E) | <ul style="list-style-type: none"> □ 20 Environmental Exchange Box □ 32 (A) A Forest of Many Uses □ 40 Then and Now □ 90 Native Ways □ 95 Did You Notice? |
| Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples. | |
| Indicators | PLT Activities |

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| 4-2.1 Use the land bridge theory to summarize and illustrate the spread of Native American populations. (G, H) | |
| 4-2.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern. (G, H) | <ul style="list-style-type: none"> ● 18 Tale of the Sun ● 75 Tipi Talk ● 90 Native Ways □ 20 Environmental Exchange Box □ 95 Did You Notice? |
| 4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E) | <ul style="list-style-type: none"> ● 90 Native Ways □ 15 A Few of My Favorite Things □ 32 (A) A Forest of Many Uses □ 34 Who Works in this Forest □ 40 Then and Now □ 49 (A,B) Tropical Treehouse □ 95 Did You Notice? |
| 4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P) | □ 95 Did You Notice? |
| 4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, P) | □ 53 On the Move |
| 4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E) | |
| 4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E) | |
| Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England. | |
| Indicators | PLT Activities |
| 4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions. (E, P, H) | □ 95 Did You Notice? |

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| 4-3.2 Summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette. (H, P) | |
| 4-3.3 Explain the major ideas and philosophies of government reflected in the Declaration of Independence. (P, H) | |
| 4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H) | |
| 4-3.5 Explain how the aid received from France, the Netherlands, and the alliances with Native American nations contributed to the American victory in the Revolutionary War. (H, G) | |
| 4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P) | |
| 4-3.7 Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans. (H, P, G) | |
| Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government. | |
| Indicators | PLT Activities |
| 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 the national congress. (P, H) | <input type="checkbox"/> 58 There Ought to Be a Law |

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| 4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches. (P, H) | <input type="checkbox"/> 58 There Ought to Be a Law |
| 4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government. (P, H) | <input type="checkbox"/> 58 There Ought to Be a Law <input type="checkbox"/> 81 (A,B) Living with Fire |
| 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. (H, P) | |
| 4-4.5 Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process. (P, H) | <input type="checkbox"/> 58 There Ought to Be a Law |
| 4-4.6 Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H) | |
| 4-4.7 Compare the social and economic differences of the two political parties that began to form in the 1790s, led by Alexander Hamilton and Thomas Jefferson. (H, P, E) | |
| Standard 4-5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery. | |
| Indicators | PLT Activities |
| 4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H) | |
| 4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land. (G, E, H) | <input type="checkbox"/> 20 Environmental Exchange Box |
| 4-5.3 Summarize the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired. (G, E, H) | <input type="checkbox"/> 20 Environmental Exchange Box <input type="checkbox"/> 95 Did You Notice? |

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| 4-5.4 Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans' taking over the land, breaking treaties, and massacring the Native American people; the Indian Removal Act of 1830; and the Seminole Wars. (H, G, E) | |
| 4-5.5 Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and the Oregon trails. (G, E, H) | <ul style="list-style-type: none"> ● 90 Native Ways □ 20 Environmental Exchange Box □ 40 Then and Now □ 53 On the Move □ 95 Did You Notice? |
| 4-5.6 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives. (H, G, E) | <ul style="list-style-type: none"> ● 32 (A) A Forest of Many Uses □ 20 Environmental Exchange Box □ 40 Then and Now □ 90 Native Ways □ 95 Did You Notice? |
| 4-5.7 Explain how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision. (H, G) | |
| Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America. | |
| Indicators | PLT Activities |
| 4-6.1 Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H) | <ul style="list-style-type: none"> □ 20 Environmental Exchange Box □ 53 On the Move |
| 4-6.2 Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison. (H, P) | |
| 4-6.3 Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession. (H, G, E) | <ul style="list-style-type: none"> □ 76 Tree Cookies |

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| 4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War—including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox—and the role of African Americans in the War. (H, G, E) | |
| 4-6.5 Compare the roles and accomplishments of key figures of the Civil War, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee. (H, P) | |
| 4-6.6 Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole. (H, P, G, E) | □ 95 Did You Notice? |