

GRADE 4
UNITED STATES HISTORY TO 1860

In fourth grade, students begin the formal study of United States history. In fourth grade the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights development during the formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.

HISTORICAL UNDERSTANDING

SS4H1 The student will describe how early Native American cultures developed in North America.

- a. locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole)
- b. describe how the American Indians used their environment to obtain food, clothing, and shelter

SS4H2 The student will describe European exploration in North America.

- a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier,
- b. describe examples of cooperation and conflict between Europeans and Native Americans

SS4H3 The student will explain the factors that shaped British colonial America.

- a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies
- b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

SS4H4 The student will explain the causes, events, and results of the American Revolution.

- a. trace the events that shaped the revolutionary movement in America including: the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the activities of the Sons of Liberty, and the Boston Tea Party
- b. explain the writing of the Declaration of Independence including who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power

- c. describe the major events of the Revolution and explain the factors leading to American victory and British defeat: including the Battles of Lexington and Concord, and Yorktown
- d. describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams

SS4H5 The student will analyze the challenges faced by the new nation.

- a. identify the weaknesses of the government established by the Articles of Confederation
- b. identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated: the rights of states; the Great Compromise; slavery,
- c. identify the three branches of the US government as outlined by the Constitution, describe what they do, and how they relate to each other (checks and balances and separation of power) and how they relate to the states
- d. identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791
- e. describe the causes of the War of 1812, including burning of the Capitol and the White House

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

- a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis & Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)
- b. describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.

- a. discuss biographies of Harriet Tubman, and Elizabeth Cady Stanton
- b. explain the significance of Sojourner Truth’s Address (“Ain’t I a Woman?” 1851) to the Ohio Women’s Rights Convention

GEOGRAPHIC UNDERSTANDINGS

SS4G1 The student will be able to locate important physical and man-made features in the United States

- a. locate major physical features of the United States to include, Atlantic Coastal Plain, Great Plains, Continental Divide, The Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes
- b. locate major man-made features to include, New York City NY, Boston MA, Philadelphia PA, and the Erie Canal

SS4G2 The student will describe how physical systems affect human systems.

- a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not
- b. a. describe how the early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled
- c. explain how the physical geography of each colony helped determine economic activities practiced therein,
- d. explain how each force (Americans and British) attempted to use the physical geography of each battle site to their benefit (SS4H4.c),
- e. describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6.a).

CIVIC/GOVERNMENT UNDERSTANDINGS

SS4CG1 The student will 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 reflecting consent of the governed or popular sovereignty
- c. the federal system of government in the U.S.

SS4CG2 The student will explain the importance of freedom of expression as explained in the First Amendment to the U. S. Constitution.

SS4CG3 The student will describe the functions of government

- a. explain the process for making and enforcing laws
- b. explain managing conflicts and protecting rights
- c. describe providing for the defense of the nation
- d. explain limiting the power of people in authority
- e. explain the fiscal responsibility of government

SS4CG4 The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.

- a. explain the necessity of respecting the rights of others and promoting the common good,
- b. explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society participate to in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

ECONOMIC UNDERSTANDINGS:

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

- a. describe *opportunity costs* and their relationship to decision-making across time (such as decisions to send expeditions to the New World).
- b. explain how *price incentives* affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- c. describe how *specialization* improves standards of living, (such as how development of specific economies in the three colonial regions developed).
- d. explain how *voluntary exchange* helps both buyers and sellers, (such as prehistoric and colonial trade in North America).
- e. describe how *trade* promotes economic activity (such as trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).
- f. give examples of technological advancement and their impact on business *productivity* during the development of the United States.

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