

Grade 4 Social Studies Pacing—1st SIX WEEKS

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>The Land and People Before European Exploration <i>Students describe the legacy and cultures of the major indigenous settlements of Tennessee.</i></p> <p>1.5 weeks *Begin Week 2</p>	<p>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)</p> <p>4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)</p> <ul style="list-style-type: none"> • Coats-Hines Site • Old Stone Fort • Pinson Mounds • Chucalissa Indian Village <p>4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN)</p> <ul style="list-style-type: none"> • Principal Chief • recreation • summer and winter homes • clans • Beloved Woman • maternal designations 	<p>None</p>	<ul style="list-style-type: none"> • Narrative writing • Descriptive analysis • Create a visual display using multiple media • Compare/contrast as a skill
<p>Age of Exploration (15th-16th centuries) <i>Students trace the routes of early explorers and describe the early explorations of the Americas.</i></p> <p>1.5 weeks</p>	<p>4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN)</p> <ul style="list-style-type: none"> • Christopher Columbus • Hernando de Soto • Ferdinand Magellan • Henry Hudson • Amerigo Vespucci • Jacques Cartier • Robert de La Salle <p>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)</p> <p>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)</p>	<p>None</p>	<ul style="list-style-type: none"> • Narrative writing • Analysis from reading • Summarization as a skill • Create a graphic organizer • Informational writing <ul style="list-style-type: none"> ✓ Summarizing
<p>Settling the Colonies (First 1/3) <i>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.</i></p> <p>2 weeks</p>	<p>4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)</p> <p>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)</p> <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)</p> <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)</p>	<p>**These texts are throughout entire unit**</p> <p>Primary Documents and Supporting Texts to Read Excerpts from John Smith's Starving Time http://historymatters.gmu.edu/d/6593</p> <p>Excerpts from Bradford's Of Plymouth Plantation http://mith.umd.edu/eada/html/display.php?docs=bradford_history.xml</p> <p>Primary Documents and Supporting Texts to Consider Excerpts from the Mayflower Compact http://www.ushistory.org/documents/mayflower.htm</p> <p>Excerpts from the Fundamental Orders of Connecticut http://connecticuthistory.org/the-fundamental-orders-of-connecticut/</p>	<ul style="list-style-type: none"> • Summarizing as a skill • Compare/contrast as a skill • Descriptive analysis • Primary documents • Support w/ text evidence • Write informative texts • Compare/contrast writing • Cite and explain text evidence • Analysis of primary documents • Descriptive analysis

Grade 4 Social Studies Pacing—2nd SIX WEEKS

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>Settling the Colonies (Second 2/3) <i>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.</i></p> <p>6 weeks</p>	<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)</p> <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)</p> <p>4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)</p> <p>4.14 Write informative texts identifying major leaders and groups responsible for founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)</p> <ul style="list-style-type: none"> • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania <p>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)</p> <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)</p> <p>4.17 Describe the major religious tenants of the earliest colonies, including: (C)</p> <ul style="list-style-type: none"> • Puritanism in Massachusetts • Quakerism in Pennsylvania <p>4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)</p> <p>4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)</p> <p>4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)</p> <ul style="list-style-type: none"> • long hunters • Daniel Boone-Wilderness Road • Thomas Sharpe Spencer • William Bean • Dr. Thomas Walker 	<p>Primary Documents and Supporting Texts to Read</p> <p>Excerpts from John Smith's Starving Time http://historymatters.gmu.edu/d/6593</p> <p>Excerpts from Bradford's Of Plymouth Plantation http://mith.umd.edu/eada/html/display.php?docs=bradford_history.xml</p> <p>Primary Documents and Supporting Texts to Consider</p> <p>Excerpts from the Mayflower Compact http://www.ushistory.org/documents/mayflower.htm</p> <p>Excerpts from the Fundamental Orders of Connecticut http://connecticuthistory.org/the-fundamental-orders-of-connecticut/</p>	<ul style="list-style-type: none"> • Summarizing as a skill • Compare/contrast as a skill • Descriptive analysis • Primary documents • Support w/ text evidence • Write informative texts • Compare/contrast writing • Cite and explain text evidence • Analysis of primary documents • Descriptive analysis

Grade 4 Social Studies Pacing—3rd SIX Weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>The War for Independence <i>Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.</i></p> <p>6 weeks</p>	<p>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)</p> <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)</p> <p>4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P)</p> <ul style="list-style-type: none"> - resistance to imperial policy (Proclamation of 1763 - "taxation without representation" - the Townshend Acts - the Stamp Act - taxes on tea - Coercive Acts <p>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)</p> <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)</p> <p>4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)</p> <p>4.27 Compare and contrast first and second-hand accounts of Paul Revere's "midnight ride." (H)</p> <p>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)</p> <p>4.29 Analyze the influences of key leaders during this period, including: (P)</p> <ul style="list-style-type: none"> - Patrick Henry - Alexander Hamilton - Thomas Jefferson - George Washington - Benjamin Franklin - Thomas Paine - John Adams - Sam Adams - John Hancock - Benedict Arnold <p>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)</p> <p>4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)</p> <ul style="list-style-type: none"> - Lexington and Concord - Bunker (Breed's) Hill - Valley Forge - Princeton and Trenton - Saratoga - King's Mountain - Yorktown <p>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)</p> <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)</p> <p>4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN)</p> <ul style="list-style-type: none"> - Washington District - Cherokee War of 1776 - Nancy Ward - John Sevier - Watauga Petitions <p>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)</p> <p>4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)</p> <ul style="list-style-type: none"> - Richard Henderson - James Robertson - John Donelson - salt licks - severe winter and river travel - Transylvania Purchase - Cumberland Compact - Battle of the Bluffs 	<p>Declaration of Independence http://www.archives.gov/exhibits/charters/declaration_transcript.html</p> <p>Excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry http://etc.usf.edu/lit2go/133/historic-american-documents/4956/patrick-henrys-speech-to-the-virginia-house-of-burgess-richmond-virginia-march-23-1775/</p> <p>Letters from Abigail Adams http://www.masshist.org/digitaladams/archive/letter/</p> <p>Poetry of Phyllis Wheatley http://www.vcu.edu/engweb/webtexts/Wheatley/phil.htm</p> <p>Poetry of Mercy Otis Warren http://www.poemhunter.com/mercy-warren/poems/</p> <p>Excerpts from John Donelson's Journal http://www.tn.gov/tsla/founding_docs/33635_Transcript.pdf</p>	<ul style="list-style-type: none"> • Inf. summarization writing • Draw evidence from inf. text • Integrate evidence from multiple texts • Explain using supporting details • Compare/contrast as a skill

Grade 4 Social Studies Pacing—4th SIX Weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>Creating a New Government <i>Students describe the people and events associated with the development of the Constitution.</i></p> <p>2 weeks</p>	<p>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)</p> <p>4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)</p> <p>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)</p> <ul style="list-style-type: none"> • distribution of power between the states and federal gov't • George Washington and James Madison • Great Compromise • Slavery and the 3/5 Compromise <p>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)</p> <p>4.41 Describe the principles embedded in the Constitution, including: (P)</p> <ul style="list-style-type: none"> • purposes of government listed in the Preamble • the amendment process • principle of judicial review • recognition of and protection of individual rights in the 1st Amendment • separation of powers • branches of government • check and balances <p>4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)</p>	<p>Preamble of the Constitution http://www.law.cornell.edu/constitution/preamble</p> <p>Excerpts from Articles I, II, and III of the United States Constitution http://www.archives.gov/exhibits/charter/s/constitution_transcript.html</p> <p>1st Amendment http://www.archives.gov/exhibits/charter/s/bill_of_rights_transcript.html</p>	<ul style="list-style-type: none"> • Opinion writing • Informational explanatory writing • Cite and explain evidence to support • Analysis of primary documents
<p>The New Nation's Westward Expansion (1790-1830) <i>Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.</i></p> <p>4 weeks <i>(+1 wk in 5th grading period)</i></p>	<p>4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)</p> <p>4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)</p> <p>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)</p> <p>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)</p> <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)</p> <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)</p> <p>4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P)</p> <ul style="list-style-type: none"> • trade restrictions • impressment • war hawks • Tecumseh • Tippecanoe • William Henry Harrison • burning of Washington D.C. • Francis Scott Key • Dolly Madison • Battle of New Orleans <p>4.50 Interpret the meaning of the lyrics of the song "The Star-Spangled Banner." (P)</p> <p>4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)</p> <ul style="list-style-type: none"> • Andrew Jackson • Battle of Horseshoe Bend • Sam Houston • Volunteers <p>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)</p> <p>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)</p> <ul style="list-style-type: none"> • Cumberland Gap • Natchez Trace • Jackson Purchase • transportation • housing • food • clothing • gender roles • education • entertainment 	<p>"The Star Spangled Banner", Francis Scott Key http://amhistory.si.edu/starspangledbanner/pdf/ssb_lyrics.pdf</p> <p>Excerpts from letters of Meriwether Lewis from the Corp of Discovery http://lewisandclarkjournals.unl.edu</p> <p>Excerpts from Eliza Bryan of the New Madrid Earthquakes http://earthquake.usgs.gov/earthquakes/states/events/1811eyewitness.php</p>	<ul style="list-style-type: none"> • Opinion writing • Narrative writing • Narrative summary writing • Informational explanatory writing • Analysis of primary documents • Interpret meaning from text • Cite and explain using details from text

Grade 4 Social Studies Pacing—5th Six Weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>The New Nation's Westward Expansion (1790-1830) <i>Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.</i></p> <p>1 week</p>	<p>4.54 Describe and explain the contributions of Sequoyah. (C, H, TN)</p> <p>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)</p> <p>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)</p> <ul style="list-style-type: none"> • Treaty of New Echota • John Ross • Trail of Tears 		
<p>The Growth of The Republic (1800-1850) <i>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.</i></p> <p>5 weeks</p>	<p>4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN)</p> <ul style="list-style-type: none"> • Samuel Slater-factory system • Watermills-influence of geography • Fulton-steamboats • Eli Whitney-cotton gin <p>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)</p> <p>4.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)</p> <p>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)</p> <p>4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)</p> <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)</p> <p>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)</p> <p>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)</p> <p>4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P)</p> <ul style="list-style-type: none"> • 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 <p>4.66 Write an expository piece describing the search for gold in California and its impact. (C, E, G)</p> <p>4.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)</p> <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)</p>	<p>Excerpts from the writings of Frederick Douglass http://www.gutenberg.org/ebooks/search/?query=writings+of+frederick+douglass</p> <p>Excerpts from the Autobiography of David Crockett https://archive.org/details/autobiographyofd00croc</p>	<ul style="list-style-type: none"> • Compare/contrast as a skill • Analysis of primary documents • Cite evidence from informational text • Conduct short research project • Descriptive analysis • Create a visual display

Social Studies Unit

Options:

- SS-based novel study
- If fully embedding the SS units within ELA, can move IFL Historical Fiction unit here
- Book study
- Reinforcing areas of deficit