

Correlation of Social Studies Standards, Grade 4

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
4.01	Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.	C, G, H, 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)
4.02	Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “Join or Die” political cartoon.	C, H, 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)
4.03	Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.	C, G, H, P, T	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)

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4.04	Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including: • Resistance to imperial policy (Proclamation of 1763) • Stamp Act, 1765 • Townshend Acts, 1767 • Tea Act, 1773 • “Taxation without Representation” • Intolerable/Coercive Acts, 1774 • The role of Patrick Henry	C, E, H, P	4.23	Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) • resistance to imperial policy (Proclamation of 1763) • the Stamp Act • the Townshend Acts • taxes on tea • “taxation without representation” • Coercive Acts
			4.29	Analyze the influences of key leaders during this period, including: (P) • Patrick Henry • Alexander Hamilton • Thomas Jefferson • George Washington • Benjamin Franklin • Thomas Paine • John Adams • Sam Adams • John Hancock • Benedict Arnold
4.05	Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts.	C, E, H, 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)
4.06	Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028)	H, P, TCA	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)
			C, E, H, P	4.29
4.07	Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women , slaves , and American Indians .	C, G, H, 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)

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4.08	Determine the importance of the following groups to the American Revolution: • Loyalists (Tories) • Minutemen • Patriots • Redcoats • Sons of Liberty	C, G, H, 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)
4.09	Examine major events and battles of the American Revolution, including: • Midnight Ride of Paul Revere • Battles of Lexington and Concord • Battle of Bunker (Breed's) Hill • Battle of Saratoga • Valley Forge • Battle of Yorktown	C, G, H, P	4.27	Compare and contrast first and second-hand accounts of Paul Revere's "midnight ride." (H)
			4.31	Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN) • Lexington and Concord • Bunker (Breed's) Hill • Valley Forge • Princeton and Trenton • Saratoga • King's Mountain Yorktown
4.10	Evaluate the contributions made by women during the American Revolution, including: • Abigail Adams • Mary Ludwig Hays (Molly Pitcher) • Betsy Ross • Phillis Wheatley	C, E, H	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)
4.11	Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion.	E, H, 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)
4.12	Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: • Distribution of power between the states and federal government • Great Compromise • Slavery and the Three-Fifths Compromise	C, E, G, H, P, TCA	4.39	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison
4.13	Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights.	H, P, TCA	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)

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4.14	Describe the principles embedded in the Constitution, including: • Purposes of government (listed in the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment)	P, TCA	4.41	Describe the principles embedded in the Constitution, including: (P) • purposes of government listed in the Preamble • separation of powers • branches of government • check and balances • the amendment process • principle of judicial review • recognition of and protection of individual rights in the 1st Amendment
4.15	Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government.	H, P	4.43	Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)
			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)
4.16	Map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea.	C, G, H, 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)
4.17	Identify major causes, events, and key people of the War of 1812, including: • Trade restrictions • Impressment • Battle of New Orleans • Burning of Washington, D.C. • Francis Scott Key • Andrew Jackson	E, G, H P, T	4.49	Explain the causes, course, and consequences of the War of 1812, including: (H, P) • trade restrictions • impressment • war hawks • Tecumseh • Tippecanoe • William Henry Harrison • burning of Washington D.C. • Francis Scott Key • Dolly Madison • Battle of New Orleans
			4.50	Interpret the meaning of the lyrics of the song "The Star-Spangled Banner."
			4.51	Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN) • Andrew Jackson • Battle of Horseshoe Bend • Sam Houston • Volunteers

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4.18	Analyze the impact of Andrew Jackson’s presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.	C, E, G, H, P, T	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)
			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) • Treaty of New Echota • John Ross • Trail of Tears
4.19	Contrast regional differences in the early 19th century , including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West.	C, E, G, H, T	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)
			4.59	Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)
4.20	Analyze the impact of the American Industrial Revolution, including the significance of: • Watermills (influence of geography) • Robert Fulton (steamboats) • Samuel Slater (factory system) • Eli Whitney (cotton gin)	C, E, G, H, T	4.57	Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN) • Samuel Slater-factory system • Watermills-influence of geography • Fulton-steamboats • Eli Whitney-cotton gin
4.21	Compare and contrast the characteristics of slave life in plantations, cities, and other farms .	C, E, G, H, P, T	4.61	Describe the characteristics of slave life on plantations across the South. (C, E, P)
4.22	Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography.	C, E, G, H, T	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)

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4.23	Examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion.	G, H, P, T	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)
4.24	Explain the significance of the California Gold Rush in westward expansion.	C, E, G, H	4.66	Write an expository piece describing the search for gold in California and its impact. (C, E, G)
4.25	Analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • Transportation	C, E, G, H, P, T	NEW	From Grade 5 (5.02 and 5.04)
4.26	Identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman	C, H, P	NEW	From Grade 5 (5.03)
4.27	Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry)	C, E, G, H, P	4.67	Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)
4.28	Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas.	C, G, H, P, T	NEW	From Grade 5 (5.05)
4.29	Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.	G, H, P, T	NEW	From Grade 5 (5.11)

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4.30	Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	G, H, P	NEW	From Grade 5 (5.09)
4.31	Explain how the Union’s Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole.	G, H, P	NEW	From Grade 5 (5.10)
4.32	Describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln	C, G, H, P	NEW	From Grade 5 (5.12)
4.33	Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.	C, H	NEW	From Grade 5 (5.12)
4.34	Examine the significance and outcomes of key battles and events of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Gettysburg • Battle of Antietam	G, H, T	NEW	From Grade 5 (5.11)
4.35	Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.	C, G, H, P	NEW	From Grade 5 (5.16)
4.36	Describe the significance of the Gettysburg Address.	C,, H, P	NEW	From Grade 5 (5.13)
4.37	Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S after the surrender at Appomattox Court House.	C, E, G, H, P, T	NEW	From Grade 5 (5.11 and 5.18)
4.38	Describe the impact President Abraham Lincoln’s assassination had on the nation.	C, H, P, T	NEW	From Grade 5 (5.19)
4.39	Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.	C, E, H, P	NEW	From Grade 5 (5.2)

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4.40	Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.	E, G, H, P, T	NEW	From Grade 5 (5.21)
4.41	Examine the significance of the Compromise of 1877 on the U.S.	C, E, G, H, P	NEW	From Grade 5 (5.25)