

SAMPLE INSTRUCTIONAL GUIDE A GRADE 4 SOCIAL STUDIES

To support social studies instruction in Tennessee and in response to concerns from the field over gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created instructional guides. This instructional guide outlines a sample plan for addressing the gaps between the current (2014) and revised (2019) social studies standards.

The resources found in the instructional guides are designed to support social studies instruction and are aligned to the Tennessee Academic Standards for Social Studies. 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 guide, teachers should thoroughly review it in its entirety, including the linked resources. These resources are intended to help guide teacher instruction and to support students in thinking deeply about social studies content, concepts, and skills. These guides (and resources) are only suggestions, and teachers should use their own judgment as to which resources they should employ for their students and which should be modified for their classroom. A variety of instructional strategies should be used to teach the content; these instructional strategies are local decisions.

Important Note: *In addition to thoughtful preparation using these resources, there are additional components for which educators will need to plan and prepare. This additional preparation includes, but is not limited to, reviewing resources for age appropriateness, adjusting information for specific classroom instruction, and planning the pacing of each quarter. If districts are not scheduled into quarters, educators may need to consider modifying the division of the standards to optimize timing.*

Sample Instructional Guide A

Grade 4 Social Studies

The following pacing is aligned to the [revised \(2019\) Tennessee State Standards](#). The resources shown below are examples for teacher use and are not required. It is up to the local districts and teachers to review resources for appropriateness within their schools.

Quarter 1: REVISED STANDARDS

The War for Independence (1700s-1780s)

<i>Students will explain the causes, course, and key figures of the American Revolution.</i>	
Tennessee State Standards	Resources
<p>4.01 Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.</p> <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.</p> <p>4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.</p> <p>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</p>	<p>13 Colonies: Mr. Donn</p> <p>America’s Story from America’s Library</p> <p>American Battle Field Trust</p> <p>Avalon Project: Proclamation of 1763</p> <p>Ben’s Guide for US Government</p> <p>Biography</p> <p>Britannica</p> <p>Constitution Center: Boston Tea Party</p> <p>C-Span Classroom: Tea Act</p> <p>Eyewitness to History (Boston Tea Party)</p> <p>Gilder Lehrman Institute: Stamp Act</p> <p>History Channel</p> <p>Khan Academy: Road to the Revolution, Townsend Acts, Intolerable Acts and First Continental Congress, Lexington and Concord,</p> <p>Library of Congress: Magna Carta (Muse and Mentor), British Reforms and Colonial Resistance, Declaration of Independence,</p> <p>Massachusetts Historical Society</p>

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.

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)

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.

4.08 Determine the importance of the following groups to the American Revolution: • Loyalists (Tories) • Minutemen • Patriots • Redcoats • Sons of Liberty

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

4.10 Evaluate the contributions made by women during the American Revolution, including: • Abigail Adams • Mary Ludwig Hays (Molly Pitcher) • Betsy Ross • Phillis Wheatley

[Mount Vernon](#)

[National Archives: Declaration of Independence](#)

[New World Encyclopedia](#)

NPS: [Choosing Sides \(Loyalist vs. Patriot\)](#), [Saratoga](#), [Yorktown](#), [Paul Revere House](#)

PBS: [Benjamin Franklin](#), [Road to the Revolution Game](#),

[Phillis Wheatley Poetry Foundation](#)

[Redhill Memorial Foundation: Patrick Henry](#)

[Stanford History Education Group](#)

[Tennessee Blue Book for Kids](#)

[Tennessee Encyclopedia](#)

[TN4Me](#)

[US Senate: Patrick Henry](#)

[Whitehouse: Abigail Adams](#)

[Women in the American Revolution](#)

[World Atlas: 13 Colonies](#)

Quarter 2: REVISED STANDARDS

Creating a New Government (1781-1789) and Building the New Nation (1790-1830)

Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution. Students will explore the development of the federal government, the exploration of the West, the impact of expansion on American Indians, and the contributions of key people during this era.

Tennessee State Standards	Resources
<p>4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion.</p> <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</p> <p>4.13 Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights.</p> <p>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> <p>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.</p>	<p>270 to win</p> <p>America's Story from America's Library</p> <p>American Presidency Project</p> <p>Ben's Guide for US Government</p> <p>Bill of Rights Institute</p> <p>Biography</p> <p>Britannica</p> <p>Constitution for Kids</p> <p>Gilder Lehrman Institute: Federalists v. Anti-Federalists</p> <p>History Channel</p> <p>Khan Academy (Shay's Rebellion)</p> <p>Library of Congress: Articles of Confederation, Indian Removal Act, War of 1812</p> <p>Massachusetts Historical Society</p> <p>Monticello</p> <p>Mount Vernon</p> <p>National Archives: Constitution, Lewis and Clark</p> <p>New World Encyclopedia</p> <p>NPS: Lewis and Clark</p> <p>Office of the Historian: Constitutional Convention, Indian Treaties and the Removal Act, Louisiana Purchase</p> <p>PBS: Lewis and Clark, War of 1812</p> <p>Stanford History Education Group</p> <p>Tennessee Blue Book for Kids</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.

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

4.18 Analyze the impact of Andrew Jackson’s presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.

[Tennessee Encyclopedia](#)

[The Hermitage: Battle of New Orleans](#)

The White House: [Constitution](#), [Presidents](#)

US Senate: [A Great Compromise](#), [Burning of Washington](#)

[TN4Me](#)

[USA.gov](#)

Quarter 3: REVISED STANDARDS

The Growth of the Republic (1800s-1850) and the United States Prior to the Civil War (1820s-1861)

Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion. Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, and the major differences of the states.

Tennessee State Standards	Resources
<p>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.</p>	<p>270 to win American Battlefield Trust American Presidency Project America's Story from America's Library Battlefield.org (North v. South)</p>
<p>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)</p>	<p>Bill of Rights Institute Biography Britannica California.gov (gold rush)</p>
<p>4.21 Compare and contrast the characteristics of slave life in plantations, cities, and other farms.</p>	<p>Constitution for Kids Digital Library of America: Manifest Destiny Eye Witness of History: Life on a Plantation or A Slave's Life John Brown's Raid, Gold Rush</p>
<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.</p>	<p>History Channel Khan Academy Library of Congress: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Dred Scott, Presidential Election of 1860, Frederick Douglass Papers</p>
<p>4.23 Examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion.</p>	<p>Library of Virginia: 1860 Election Mr. Kash (North v. South)</p>
<p>4.24 Explain the significance of the California Gold Rush in westward expansion.</p>	<p>National Humanities Center: Varieties of Slave Labor National Endowment for the Humanities: William L Garrison New World Encyclopedia NPS: John Brown's Raid, Fort Sumter, Industry and Economy</p>

4.25 Analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • Transportation

4.26 Identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman

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)

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.

4.29 Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.

[Ohio History Central](#)

[Oregon Trail Center](#)

[Our Documents](#)

PBS: [Who Made America](#), [Gold Rush](#), [New Perspectives on the West](#), [Africans for Americans](#), [Sojourner Truth](#), [Election of 1860](#)

[Stanford History Education Group](#)

[Tennessee Blue Book for Kids](#)

[Tennessee Encyclopedia](#)

[The White House: Presidents](#)

[TN4Me](#)

[USA.gov](#)

Women's History: [Sojourner Truth](#) and [Harriet Tubman](#)

Quarter 4: REVISED STANDARDS

The Civil War and Reconstruction (1861-1870s)

<i>Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.</i>	
Tennessee State Standards	Resources
4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	270 to win America's Story from America's Library American Battlefield Trust American Presidency Project
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.	Archives: Emancipation Proclamation Bill of Rights Institute Biography Britannica Constitution for Kids
4.32 Describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln	Eye Witness of History: Appomattox , Lincoln Assassination , Ford's Theater (Lincoln's assassination) History Channel Khan Academy
4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.	Library of Congress: Anaconda Plan , Civil War in America , Emancipation Proclamation , Gettysburg Address , Appomattox Court House , Reconstruction , Lincoln's Papers , National Geographic
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	National Library of Medicine: Dorothea Dix NPS: The Facts , Bull Run , Shiloh , Gettysburg , Antietam , Our Documents
4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.	PBS: Ulysses S. Grant , Reconstruction Amendments Red Cross: Founder
4.36 Describe the significance of the Gettysburg Address.	Rutherford B Hayes: Election of 1876 Stanford History Education Group Tennessee Blue Book for Kids
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.	

4.38 Describe the impact President Abraham Lincoln's assassination had on the nation.

4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.

4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.

4.41 Examine the significance of the Compromise of 1877 on the U.S.

[Tennessee Encyclopedia](#)

[The White House: Presidents](#)

[TN4Me](#)

US Senate: [Jefferson Davis](#), [Reconstruction Amendments](#)

[USA.gov](#)