

# 4TH GRADE SOCIAL STUDIES

Students should be able to:

## United States Studies to 1865

- Summarize the spread of Native American populations using the Landbridge theory
- Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest
- Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation
- Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle
- Summarize the cause-and-effect relationships of the Columbian Exchange
- Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles
- Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America
- Summarize the relationships among Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade
- Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses
- Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence
- Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown
- Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans
- 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
- Explain the structure and function of the legislative, executive, and judicial branches of the federal government
- Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans
- 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
- Compare the social and economic policies of the two political parties that were formed in America in the 1790s
- Summarize the major expeditions that played a role in the westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike
- Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny
- Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession
- Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830
- Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories
- Explain the significant economic and geographic differences between the North and South
- Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown
- Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession
- Summarize significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln
- Explain the social, economic, and political effects of the Civil War on the United States

## Activities:

### Have your child:

- Label sites of Native American lands, important settlements, colonies, and battles of the Revolutionary War on a map
- Watch the evening news. Map the places mentioned in the United States. Discuss how different places relate to events in U.S. history, such as colonization or westward expansion.
- Visit historic sites in South Carolina and in other states related to the Revolutionary War and/or the Civil War. Discuss the important events that took place at these sites.

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Continued

- Read maps, charts, and graphs that show areas explored and acquired during westward expansion.
- Read about historical figures that interest your child, such as explorers, Native American leaders, Revolutionary War heroes, and leaders of the abolitionist movement.
- Complete a graphic organizer that illustrates the three branches of government and the system of check and balances.

## Books:

- Archer, Jules. *A House Divided: The Lives of Ulysses S. Grant and Robert E. Lee*
- Baker, Olaf. *Where the Buffaloes Begin*
- Bolotin, Norman. *The Civil War A to Z: A Young Readers Guide to Over 100 People, Places, and Points of Importance*
- Bulla, Clyde Robert. *Squanto, Friend of the Pilgrims*
- Connell, Kate. *Tales from the Underground Railroad*
- Fritz, Jean. *Can't You Make them Behave, King George?*
- Fritz, Jean. *Will You Sign Here, John Hancock?*
- Gregory, Kristiana. *The Winter of Red Snow*
- Haskins, James and Benson, Kathleen. *Building a New Land: African Americans in Colonial America*
- Johnson, Delores. *Now Let Me Fly: The Story of A Slave Family*
- Patrick, Diane. *The New York Public Library Amazing African-American History*
- Penner, Lucille Recht. *Westward Ho!*

- Starkey, Dinay. *Scholastic Atlas of Exploration*
- Stevenson, Augusta. *Daniel Boone*
- Waldman, Scott. *The Battle of Lexington and Concord*
- Wisler, G. Clifton. *The Red Cap*
- Yolen, Jane. *Encounter*

## Web Sites:

- American Local History Network – [www.alhn.org](http://www.alhn.org)
- Charters of Freedom - [www.archives.gov/exhibits/charters/charters.html](http://www.archives.gov/exhibits/charters/charters.html)
- CIA Homepage for Kids – <https://www.cia.gov/kids-page/index.html>
- First Gov for Kids – [www.kids.gov](http://www.kids.gov)
- Kid Info – [www.kidinfo.com](http://www.kidinfo.com)
- Lewis and Clark Expedition – <http://nationalgeographic.com/west/main.html>
- Middle Passage – [www.pbs.org/wgbh/aia/part1/1p277.html](http://www.pbs.org/wgbh/aia/part1/1p277.html)
- Native American Tribes and Project Ideas – [www.carolhurst.com/subjects/nativeamericans.html](http://www.carolhurst.com/subjects/nativeamericans.html)
- Smithsonian National Museum of American History – [www.americanhistory.si.edu](http://www.americanhistory.si.edu)
- The Gilder Lehrman Institute of American History – [www.gilderlehrman.org](http://www.gilderlehrman.org)
- Westward Expansion – [www.sonofthesouth.net/texas/westward-expansion.htm](http://www.sonofthesouth.net/texas/westward-expansion.htm)