

## Grade 4 Social Studies Scope and Sequence

### Unit I. Thinking Like an Historian and a Geographer

Students will evaluate how historians build arguments by:

- distinguishing between the types of historical sources used by historians
- understanding how to source, contextualize, close reading an historical source
- corroborating across multiple historical sources
- developing claims and supporting them with evidence and reasoning

Students will evaluate how geography can help us to explain why past and present events occurred by:

- determining how the five themes of geography (location, place, region, movement, and interaction, with the environment) help us to understand the past and the present
- identifying how to use map elements to read and interpret maps.
- assessing how different types of maps are used to explain the past and the present.

### Unit II. Three Worlds Meet (1450-1650)

Students will evaluate the status of pre-Columbian and African civilizations by:

- explaining the political, social, and economic characteristics of West African societies prior to 1450.
- exploring the rise and decline of the Cahokia/Mississippian mound-building society.
- assessing the patterns of change in indigenous societies in North America up to the Columbian voyages.
- analyzing the social, economic, and cultural lives of the Piscataway, Piscataway Conoy, and Accohannock people of Maryland.

Students will evaluate the impact of exploration on various groups by:

- identifying the social, political, and economic factors that led to European exploration and colonization.
- assessing the positive and negative impacts of the Columbian Exchange.
- evaluating the impact of economic, political, and social interactions between European and American Indians from multiple perspectives.
- explaining the methods and effectiveness of resistance by American Indians.

Students will compare Maryland's colonial experience with other colonies by:

- examining motivations for European settlement in North America.
- comparing and contrasting the factors that led to success and failure in Jamestown, Plymouth, St. Augustine, and St. Mary's City.
- analyzing religious conflict among European settlers in Maryland and the effectiveness of the Toleration Act.

**Students will compare how geography influenced culture and economic development by:**

- comparing human, capital, geographic, and natural resources of colonial regions.
- analyzing how ports, indentured servitude, slavery, and natural resources created a tobacco-based economy in Maryland.
- examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa.

**Students will analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:**

- tracing the evolution of race-based slavery from indigenous people to the forced migration of Africans.
- analyzing the similarities and differences in experiences of free and enslaved people across regions in Maryland and the American colonies.
- identifying ways that enslaved people over time resisted slavery in Maryland and the American colonies.

#### **IV. The American Revolution (1750-1789)**

**Students will analyze causes, course, and consequences of the Revolution by:**

- examining the causes and effects of the French and Indian War.
- analyzing the variety of colonial responses to British laws imposed after the French and Indian War.
- analyzing how economic class and geographic region influenced the division between Patriots and Loyalists in Maryland.
- contrasting the burning of the Peggy Stewart with other acts of resistance in the colonies.
- evaluating the role of women and African Americans in Maryland in supporting the American Revolution.
- identifying the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices.
- assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence.
- analyzing the impact of war, diplomacy, and leadership on the outcome of the American Revolution.

**Students will evaluate the reasons for and the effect of the development of a new American government by:**

- analyzing the powers and responsibilities of government on the federal and state levels under the Articles of Confederation.
- identifying how Shays' Rebellion illustrated the structural weaknesses of the federal government.